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ABSTRACT

Of the total number of illiterate people in the world, half are in India. National programs for adult education in India are the Community Development Program, Farmers Functional Literacy Project, and National Adult Education Program, participants in which include voluntary agencies, state resource centers, and district resource units. When the State of Maharashtra came into existence in 1960, its three regions operated three different patterns of social education. The first task to which the new state addressed itself was unification of these varying patterns. The state decided to build upon the Gram Shikshan Mohim movement of the Satara district, which took the literacy movement to the villagers and asked them to solve their problems. The organization of the Mohim is simple. The village identifies illiterate people and educated social workers and then forms training groups and classes. Literacy classes last for 3-4 months and have an emphasis on general knowledge, including health. Classes participating in the Mohim are registered with the Education Department; social workers visit and guide activities. A celebration is held when 100 percent literacy is attained. A new approach to the Mohim is the addition of post-literacy classes and village development. Incentives and a literacy campaign are recommended to achieve the goal of 100 percent literacy. (Appendixes include two articles on the Mohim and a 26-item bibliography.) (YLB)

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Mass Movement For Adult Education

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MASS MOVEMENT FOR ADULT EDUCATION

(with special stress on Gram Shikshan Mohim of Maharashtra)

B. R. PATIL

INDIAN ADULT EDUCATION ASSOCIATION
NEW DELHI

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Dedicated to the teachers, social workers, students and officers, who devotedly participated in people's campaign to acquire literacy, enlightenment and general well being through community efforts.

FOREWORD

I am glad to write this foreword because of my close association as a colleague when Shri B.R. Patil and myself were serving in the Directorate of Education of the Maharashtra Government. I, then, paid several visits to the villages participating in the Gram Shikshan Mohim. I was, initially, rather skeptic, like several other colleagues in the Department and other educationists. But my doubts were dispelled when I saw the elderly neo-literates, specially the ladies, reading and writing well and with confidence and that too only with about 2 month's participation in the Mohim. It convinced me that illiterate adults, if properly initiated, can acquire literacy in a remarkably short time and they can become a more useful asset to social and economic development. Equally important, I became aware of the need for their continued education because literacy in the adults can be as rapidly lost as it can be gained. Therefore, continued education is the inescapable part of adult literacy programme.

What drew me closer to Shri Patil was his total commitment to the cause and his energetic devotion to the Mohim. Under him the literacy campaign made a deep impression in Maharashtra. The basic requirement in all education is the good teacher. In the Mohim, Shri Patil succeeded in identifying such teachers and what is more, good local leadership. Both galvanised the rural masses in favour of mass literacy. The Gram Shikshan Mohim was highly appreciated at the National Seminar in 1965 and it rightly earned the UNESCO Prize in 1972.

However, after Shri Patil's retirement from Government service the movement flagged down mainly because there was no committed leadership in the political as well as administrative fields. This was evident at all levels from the top to the grass roots. No wonder the rural masses could not be enthused.

In this study, Shri Patil presents the dimensions of illiteracy, and the formidable task ahead if the nation has to progress. He reviews the previous plans to promote adult literacy and rightly stresses on his own experiences in making the Gram Shikshan Mohim popular and effective. He reviews the recent trends in planning for adult literacy. Finally, he offers several suggestions to make adult literacy planning and implementation more speedy and effective.

Very few can fail to be benefitted by reading this book. It gives a message and a hope to all who are concerned with the destiny of a nation that is committed to Democracy, Economic Development and Social Justice.

C. D. Deshpande

PREFACE

It is after fifteen years of my retirement that I could see a new light and a ray of hope about Adult Education in India when I read the first policy statement of the Prime Minister Shri Rajiv Gandhi. I was very much impressed by that policy statement which reads ... "Country's greatest wealth was its people and we must enable individuals and families to realise their potential to the full, and that Government would stress programmes of family planning, elementary and adult education" The country's ancient heritage, resting on secularism and tolerance, should be conserved and perpetuated. Country's newly won self reliance should be strengthened—"Call to the people of India to unitedly work to build the India of the 21st century".

When the national policy on education 1986 was announced along with the programme of action, the inner urge led me to write this book.

This book gives an account of the extent of the problem, previous attempts made to eradicate illiteracy from the country along with their achievements and results, State schemes, their working and conclusions and experiments carried out in Satara district and the evolvement of Gram Shikshan Mohim and the acceptance of the Mohim by the State of Maharashtra. Its effective implementation and laudable results. This study indicates the ways and means to make Adult Education a mass movement and to achieve the goal of eradicating illiteracy before entering into the 21st century.

Among the many personalities with whom I had the good fortune to come in contact, I must particularly mention the help given by Dr. C. D. Deshpande, Ex-Director of Education; Maharashtra State and Professor at the Jawaharlal Nehru University, New Delhi. I express my heartfelt gratitude to him.

B. R. PATIL

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CHAPTER 1

LITERACY IN INDIA

While we applaud the progress of Mankind since Industrial Revolution and acclaim that it is on the threshold of electronic revolution, one cannot forget the stark fact of very uneven development; developed nations, developing nations and the undeveloped nations, and the growing disparities between them. Equally poignant are the differences in the quality of human groups—opulent, well nourished populations of the developed countries and the ill-nourished and often starving millions of the Third World countries. So is the disparity in literacy rates which range from 100% in the developed countries to 10% in the backward countries. Today it is estimated that nearly 850 million are illiterate adults in the world. That is, one person in six cannot read and write !

The situation in our country is none too bright. In spite of planning and implementation of educational policies during the last 40 years of freedom, the 1981 Census reveals that 437 million out of 684 million are illiterate. That is, out of 6 persons in our country 4 are illiterate.

There is thus a clear and urgent case at the national level for reviewing the problems of liquidating illiteracy, and devising ways and means to tackle it in a realistic and planned manner. It is also well known that in our country there are large regional variations with high literacy in urban and developed regions and very low literacy in our tribal areas.

The main purpose of the present study is to highlight the dimensions of illiteracy in India, review the experience of

Maharashtra in the light of the present author's own initiative participation in Gram Shikshan Mohim (Village Literacy Campaign). Against this background an attempt has been made here to suggest some measures which would go a long way to attain a level of 85% in the near future.

The key to the future progress of the Nation lies in its manpower. A literate and skilled manpower becomes an asset instead of being a burden. This is amply demonstrated by the progress of Soviet Russia. China, too, has made rapid strides. Why, then should India lag behind in this vital aspect of life and living ?

Out of total number of illiterates,in the world half are in India alone. If illiteracy from India is eliminated, one half of the total number of illiterates of the world would be reduced.

The censuses of 1961, 1971 and 1981 defined literacy as the ability to read and write with understanding in any language. To be classified as literate, a person need not have received any formal education or passed any minimum standard to qualify as literate. A person who could merely read but not write was not defined as literate. Children below five years of age were also defined as illiterate.

In some progressive countries compulsory primary education has been in force since long. It has been also effectively implemented there. In addition, these countries undertook the work of spread of literacy on a large scale. That is why these progressive countries could top the list in the process of eradication of illiteracy. It is always necessary to carry out the work of eradication of illiteracy even in the progressive and developed countries. Majority of adults in Denmark and Australia are literate, still the educationists and social workers from these countries make strenuous efforts to make a few remaining illiterate adults literate. In U.S.S.R. efforts are constantly made to improve the quality of education and skills required for improving their jobs and production.

The real difficulty in this respect is that of backward countries. They are always in a dilemma and a vicious circle. They remained backward because of lack of education and they cannot give education because they are backward.

India is one of the developing countries, It is now realised that the country cannot give a momentum to economic, social and cultural development due to stupendous number of illiterate persons in the country.

It can be seen from the following table that the growth of literacy has been very slow in India :

Growth of Literacy in India

Year	*Percentage of Literacy*		
	Men	*Women*	*Total*
1901	9.8	0.6	5.3
1911	10.6	1.1	5.9
1921	12.2	1.8	7.2
1931	15.6	2.9	9.5
1941	24.9	7.3	16.1
1951	25.0	7.9	16.7
1961	34.4	12.9	24.0
1971	39.5	18.7	29.5
1981	46.9	24.8	36.2

That is the percentage of literacy rose from 5.3 in 1901 to 5.9 in 1911, 7.2 in 1921 to 9.5 in 1931, 16.1 in 1941 to 16.7 in 1951, 24.0 in 1961 to 29.5 in 1971 and in 1981 it was 36.2%.

The total population of literate persons in India rose from 59.2 millions in 1951 to 102.6 millions in 1961 and 157 millions in 1971 and 241 millions in 1981.

The total population of India as a whole rose from 439 millions in 1961 to 548 millions in 1971 and to 685 millions in 1981. However growth of literacy has not kept pace with that of population. Hence the number of illiterates in the country has risen from 298 millions in 1951 to 334 millions in 1961 and 386 millions in 1977 to 437 millions in 1981.

Distribution of literates as per level of education is given below :

	Census Year	*Census Year*
Level of Education completed	1971	1981
Less than Primary IV	32.7	30.7
Primary IV	35.8	31.5
Middle VII	18.0	17.6
S.S.C. or H.S.S.C. X or XII	11.5	16.3
Graduates and above	2.0	3.9
Total	100.0	100.0

Among the literates the percentage of highly qualified persons is less than those of lowly qualified persons. The percentage of literates passing standard IV or less than that is much higher.

Population and Literates (in millions) by residence and sex for India (excluding Assam) during 1961 - 1981.

Census Year	*(Category) State*	*Population*			*Literates and Literacy Rates*		
		Persons	*Males*	*Females*	*Persons*	*Males*	*Females*
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*
1961	**Total**	428,397,442	220,494,825	207,902,617	102,601,889 23.95%	75,783,560 34.37%	26,818,329 12.90%
	Rural	350,242,127	178,175,956	172,066,171	65,966,901 18.83%	51,480,843 28.89%	14,486,058 8.42%
	Urban	78,155,315	42,318,869	35,836,446	36,634,988 46.87%	24,302,717 57.43%	12,332,271 34.41%

1971	Total	533,534,500	276,335,036	257,199,464	157,298,239 29.48%	109,214,182 39.52%	48,084,057 18.17%
	Rural	425,709,745	218,344,812	207,364,933	100,831,910 23.69%	73,702,725 33.76%	27,129,185 13.08%
	Urban	107,824,755	57,990,224	49,834,531	56,466,329 52,37%	35,511,457 61.24%	20,954,872 42.05%
1981	Total	665,287,849	343,930,423	321,357,426	241,031,849 36.23%	161,285,568 46.89%	79,756,281 24.82%
	Rural	507,607,678	260,054,020	247,553,658	150.516,864 29.65%	106.066,214 40.79%	44,450,650 17.96%
	Urban	157,680,171	83,876,403	73,803,768	91,514,985 57.40%	55,219,354 65.83%	35,295,631 47.82%

The differential literacy among men and women and in urban and rural population, as per census 1961, 1971 and 1981 along with total population and literate population is given in the above table.

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Age specific literacy rates by sex for India are given below as per census of 1961, 1971 and 1981.

Census Year	*Age Group*	*% of literacy*		
		Males	*Females*	*Total*
1961	5- 9	24.8	14.2	19.6
	10-14	54.4	28.3	42.2
	15-19	52.0	23.7	38.4
1971	5- 9	27.3	18.9	23.2
	10-14	60.1	38.2	49.8
	15-19	63.5	37.7	51.4
1981	5- 9	35.1	25.8	30.6
	10-14	66.9	44.8	56.6
	15-19	66.1	43.3	55.4

It will be seen from above table that literacy rates are considerably higher at ages 10-14 and 15-19 than at 5-9, the age group having highest percentage of literacy in all the three censuses is 10-14.

CHAPTER 2

NATIONAL PROGRAMMES FOR ADULT EDUCATION

REVIEW OF THE VARIOUS PROGRAMMES

1. Community Development Programme

The Community Development Programme was launched in 1952 and Panchayati Raj was introduced later with a view to create a suitable climate and provide a viable infrastructure for all round development in the rural areas. At present there are 5026 community development blocks and 221674 village Panchayats in India

Programme Pattern

Initially, a community development block covered an area of about 1300 sq. km. with about 300 villages and a population of about 2 lakhs. The pattern was revised from 1st April. 1958. A block covered an area of about 620 sq. km. with 110 villages and a population of about 92000. A block had two active stages of operation. The stage I continued for 5 years and then the post stage II phase was followed. For implementing the programme in the blocks, there was a schematic budget provision of Rs. 12 lakhs for Stage I and Rs. 5 lakhs for Stage II. Supply of funds for the blocks was the main responsibility of the Central Government till the end of the Third Five Year Plan i.e. 1966. But from the beginning of the Fourth Five Year Plan i.e. April 1969 the responsibility of providing funds for the purpose rested with the State Government.

At the block level, the Panchayat Samiti was responsible for implementing the programme. The administrative personnel, consisting of a Block Development Officer and eight extension officers, who are experts in different fields, such as agriculture, co-operation, voluntary organisations, youth clubs, farmers' forums, animal husbandry and social education. For social education there were two officers, one of whom was a male social education organiser and the other a lady social education organiser. They worked under the Panchayat Samiti and Block Development Officer. Social Education includes adult literacy and adult education. Both the social education organisers managed to start youth clubs, mahila mandals, bhajani mandals, balwadis, radio farm forums, discussion groups, progressive farmers' clubs, cultural programmes, exhibitions, cinema shows. They also started literacy classes with the help of social workers and teachers for spreading literacy. The Education Department also conducted some literacy classes for the 1st and 2nd tests with the help of teachers and social workers. The total number of adults made literate was given in the next table. The Table shows that the total number of adults made literate during 10 years was 56.6 lakhs i.e. 5.6 lakhs per year on an average in the whole of the country. The number of literacy classes started and the number of literacy workers engaged showed that on an average about 25 illiterate adults were enrolled in each class out of whom 47% of adults attained literacy. The number of women enrolled in literacy classes was very meagre as compared to men.

2. FARMERS FUNCTIONAL LITERACY PROJECT

(Kisan Saksharta Yojna)

Concept of Functional Literacy

Functional Literacy is literacy integrated with the occupation of the learner and directly related to development, while

Adults made literate through literacy classes in India during 1951 to 1961

Year	*No. of Literacy classes*	*Enrolment in lakhs Men*	*Women*	*Total*	*Adult made literate in lakhs Men*	*Women*	*Total*	*No. of Literacy workers*
1951-52	43463	9.0	1.6	10.6	4.2	0.7	4.9	41234
1952-53	44595	9.4	1.5	10.9	4.4	0.7	5.1	52603
1953-54	39965	8.5	0.9	9.4	3.6	0.4	4.0	47042
1954-55	43223	9.9	1.2	11.1	4.2	0.5	4.7	55236
1955-56	46091	11.4	1.4	12.8	4.9	0.5	5.4	44149
1956-57	44058	10.6	1.4	12.0	4.9	0.6	5.5	44663
1957-58	45961	10.6	1.5	12.1	4.6	0.6	5.2	44553
1958-59	47988	10.8	1.8	12.6	5.5	0.9	6.4	44039
1959-60	51736	11.6	2.1	13.7	6.3	1.1	7.4	46593
1960-61	62815	11.9	3.0	14.9	6.3	1.7	8.0	56077
Total	469895	103.7	16.4	120.1	48.9	7.7	56.6	476189

It appears that no proper stress was given on adult literacy during First Five Year Plan and also in Second Five Year Plan though independent Block Development Officers, one male Social Education Organiser and a Female Social Education Organiser, were appointed and a jeep and adequate funds were provided.

literacy proper merely provides access to written communication; functional literacy aims at more comprehensive training of the illiterate adult which is related to his role both as a producer and citizen.

Functional Literacy Projects concentrated on :

1. Regions and economic sectors having high priority in national development;

2. Specific problems and activities forming the basic of development plans; and

3. Population groups and even individuals who are sufficiently motivated but whose illiteracy constitutes an obstacle to the implementation of development project.

Farmers' Functional Literacy Programme (Kisan Saksharta Yojna) was directly related to a high priority sector of national development i.e. increased agricultural production, as it aimed at improving the efficiency of the farmers in the special programme of agricultural production known as the 'High Yielding Varieties Programme' (H.Y.V.P.) of the Ministry of Food and Agriculture. This programme envisaged the use of Seeds, Hybrid and Exotic, which are known to produce much higher yields than the normal varieties in use.

The Functional Literacy Project as an integral part of the programme of Farmers' Training and Functional Literacy, was in operation in India from 1967-77.

F.F.L.P. of the Ministry of Education and Social Welfare was designed as an integral part of the farmers' training and Functional Literacy Project, jointly undertaken, by the Ministry of Food and Agriculture, Information and Broadcasting and Education and Social Welfare. It provided for well organised functional literacy programme for illiterate farmers in the High Yielding Varieties Programme districts which would permit them not only to acquire literacy but also gain agricultural information which could be immediately used by them. Another important component of the joint project was the Farm Radio Broadcasting programme of the Ministry of the Information and Broadcasting which helps to harness the use of radio in a special and practical way by establishing a two-way channel of communication between the farmers and those responsible for assisting them in the agricultural production programme. This integrated three-dimensional approach was a unique feature of the joint programme.

Co-ordination Committees

In order to ensure effective integration and coordination of the Functional Literacy Programme with the Farmers Training and Farm Broadcasting programme vertically, it was necessary to set up coordination committees at the Central, State, District, Block and Village levels.

The coordination, on the national level, was provided through the Inter-Ministerial Coordination Committee on Farmers' Training and Functional Literacy Project consisting of representatives of the three central participating ministries as well as the representatives of the UNDP, FAO and UNESCO. This Committee periodically reviewed the progress of the Joint Project and gave guidelines for future course of action. The State level committees were informed about the decision of the national level committee.

At the State level the Project envisaged the setting up of State Coordination Committee consisting of the representatives of the Departments of Agriculture, Community Development, Education and All India Radio. This Committee would implement the policy decisions of the National Committee and provided leadership, guidance and solution to the problems brought to its notice by the district level committee. The decisions taken by the State Level Committee were conveyed to the National Level Inter-Ministerial Coordination Committee.

At the District level, the State Government were to set up District Coordination Committee consisting of officers of the Department of Agriculture, Education, Cooperation, District Information Officer, Chief Instructor, Farmers' Training Officer incharge of National Demonstrations and one or two progressive farmers. The functions of this committee among other things were to plan, formulate and implement the training and literacy programme for the district, to review the implementation of the project and its progress and to offer solutions to the problems encountered in its execution.

Below the District level, the District authorities were to be set up at the Block level and the village level coordination committees consisting of office bearers of the Panchayat Samiti at the Block level and the office bearers of the Gram Panchayat at the village level and functionaries of the Department of Agriculture, Education, Cooperation and Development, the representatives of the District Information Office, the members of the Staff of the Farmers' Training Centre, Personnel incharge of National Demonstration, Headmasters of Secondary and Primary schools and some progressive farmers suitable for the appropriate level. The functions of these committees were to plan for implementation of the project, to review its progress from time to time, enthuse people to participate more and more in project and mobilise the local resources for the programme and offer solutions to the problems encountered in its execution. In these block and village level committees it was also necessary to include the All India Radio personnel of appropriate level in order to facilitate the publicity work during the enrolment drives and the intervening period when the classes were in session.

Outlays and Targets

The joint project of Farmers' Training and Functional Literacy Project was included in the Fourth Five Year Plan of the Ministries of Food and Agriculture, Education and Social Welfare and Information and Broadcasting. The provision for this scheme in the Plans of the Ministries of Food and Agriculture and of Education and Social Welfare was Rs 6 crores and Rs. 2 crores respectively. The Plan provision for this scheme in the Ministry of Information and Broadcasting has been built in the main scheme of farms and home units. This was augmented by UNDP (Special Fund) allocation of U.S. $ 1,505,100 for the Project for a period of 2½ years to cover cost of foreign experts, fellowships for Project workers for training abroad, import of necessary equipment needed for the Project and of other miscellaneous items. During the Fourth Plan period the joint project aimed at a phased programme of—

(i) Training about 5 million farm families in H.Y.V.P. districts;

(ii) making one million illiterate adults functionally literate in these two districts; and

(iii) establishing 7 additional radio stations and 47 new farms and home units at the existing radio stations for producing Farm Radio Broadcasts as support to the farmers training and Functional Literacy Programmes.

Criteria for selection of districts were :

1. It should be High Yielding Varieties Programme District covered under the Farmers' Training Programme of the Ministry of Food and Agriculture.

2. It should be within the reception range of a radio station.

3. It should have a need for functional literacy.

4. It should be in close proximity to an Agricultural University.

5. There should be an Extension Training Centre.

Distribution of 60 Functional Literacy Projects among various States upto 1970-71 were :

States/Union Territories	*District covered in the Farmers Functional Literacy Projects*			
	1967-68	*1968-69*	*1969-70*	*1970-71*
1	*2*	*3*	*4*	*5*
1. Andhra Pradesh	—	Mehboob Nagar	Chitor West Godawari	Hyderabad, Kurnool
2. Assam	—	—	Sibsagar	Cachar (Arunachal) Kamrup, Dibrugarh
3. Gujarat	—	Jamnagar	Surat	Kaira
4. Bihar	—	—	Darbhanga Shahabad	Ranchi, Purnea
5. Haryana	—	Rohtak	—	Gurgaon, Hissar
6. Jammu & Kashmir	—	—	—	Jammu *
7. Kerala	—	—	—	Cannanore *
8. Madhya Pradesh	—	Raipur	—	Gwalior, Indore
9. Tamil Nadu	—	Coimbatore	Tanjavar	North Arcot Tirunelveli

	1	2	3	4	5
10.	Maharashtra	—	—	Akola, Kolhapur, Parbhani	Jalgaon, Pune, Buldhana
11.	Mysore	Raichur	—	Bangalore	Bellary, Belgaum, Shimoga
12.	Orissa	—	—	Sambalpur	Bolasore, Ganjam, Puri
13.	Punjab	Ludhiana	—	—	Amritsar, Sangrur*
14.	Rajasthan	—	—	Udaipur	Jaipur, Kota
15.	Uttar Pradesh	Lucknow	—	Agra	Rai Bareli, Faizabad, Ghaziapur
16.	West Bengal	—	Burdwan	Birbhum	Kooch Behar Bankura
27.	Himachal Pradesh	—	—	—	Mandi
	Union Territories				
1.	Delhi	—	—	Delhi	—
	Total	3	7	15	35

*Allotted under the Project, but not taken up for implementation by the State Governments in 1970-71.

Establishment of Functional Literacy Centres

In each of the districts selected for the implementation of the Functional Literacy Programme, about 60 centres for running 60 functional literacy classes, with an approximate enrolment of 1800 adult farmers (i.e. with an average enrolment of 30 adults per class) were started in the selected villages in suitable blocks or areas of the district. The selection of the blocks and villages were at the discretion of the State Government after keeping in view the findings of initial surveys of the areas.

Administration and Supervision

For successful implementation of the programme, both at the State and District level it was necessary to appoint effective administrative machinery at both the levels.

At the district level, the District Education Officer or District Social Education Officer was overall incharge of the programme. There was also full time Associate Project Officer, of the rank of Deputy Educational Officer for adult education and functional literacy programme working under him. These officers continued to hold charge of the functional literacy programme for a minimum period of 3-4 years.

The Project Officer was assisted either by two full time supervisors or six part-time supervisors at the ratio 1 for every 10 classes. The part time supervisors were paid a monthly honorarium of Rs. 50/- p.m. and they were expected to have their own conveyance.

Teachers

For each functional literacy class, a suitable teacher/instructor was engaged. The teachers were drawn from the following categories in order of priority.

1. Teachers who are also farmers.

2. Educated farmers.

3. School teachers preferably living in the same village.
4. Teachers having agricultural competence (qualification).
5. School teachers having agricultural background.
6. Students of agricultural schools and other institutions.

These teachers were part time and were paid an honorarium upto Rs. 30 per month per centre depending upon the local conditions.

The functional literacy curriculum aimed at enabling the farmers to perform satisfactorily all those functions which were necessary for the farmers in H.Y.V. Programme.

Administrative Aspects

A. Finance : Cost of one literacy class of 30 adults for the initial period of 6 months.

Salary/Honorarium/Training etc.

		Rs.
i)	Salary/Honorarium of one Instructor at Rs. 20/- p.m. for 6 months	120.00
ii)	Salary of Supervisor at Rs. 50 p.m. for 6 months of which 1/10th of Supervisor for one class	30.00
iii)	Training of Instructor or Teacher	50.00
iv)	Training of Supervisors at Rs. 30 p.m. 1/10th of Supervisor for one class	3.00
v)	Provision of Training of Instructors and Supervisors who may drop out 10% of the cost of (iii) and (iv) above (Say Rs. 210/-)	210.00

B. Equipment :

i) Non-recurring

a)	one petromax (Rs. 60) Two hurricane lamps (Rs. 8 each) i.e. Rs. 76 plus spares at 10% Rs. 7.6	83.60
b)	Maps and Charts etc.,	15.00
c)	Follow-up material—Rs. 3/- per set of 5 books, such 6 sets Rs. 18 with spares at 33% i.e. Rs. 6	24.00
	Say Rs. 125/-	122.60

ii) Recurring :

a)	Slates 70 paise each for 30—Rs. 21/- Plus spares at 10% Rs. 2.10	23.10
b)	Note books (Re. 1 each) Rs. 30 plus spares at 10%	33.00
c)	Primers etc. (Re. 1 each) for 30—Rs. 30 plus spares at 10% i.e. Rs. 3	33.00
d)	Instructor's Kit	3.00
c)	Kerosene Oil	80.00
		172.10

Say Rs. 175.00

Total Rs. 210+125+175=510.00

iii) Cost of one literacy class in the subsequent half yearly period : Rs. 510—Rs. 125 (non-recurring cost) i.e. Rs. 385.00

i)	Cost of one literacy class in the initial period of six months	510.00

ii) Cost of one literacy class in the second phase of 6 months	385.00
iii) Cost of one class for one initial year (Rs. 510+Rs. 385)	895.00
iv) Cost of 60 classes : 895×60	53,700.00

The estimated costs in the subsequent years, after the initial one year would be as per details given below :

i) Cost of one literacy class for first phase of six months	385.00
ii) Cost of one literacy class for second phase of six months	385.00
iii) Cost of one literacy class for one year (Rs. 385+Rs. 385)=770 Rs.	770.00
iv) Cost of 60 classes for one year (770×60)	46,200.00

During the 5 years of the IV Plan, the estimated cost on 5 functional literacy classes of 30 adults each were as follows :

			Adults Covered
1st year	Rs.	895	30
2nd year	Rs.	770	30
3rd year	Rs.	770	30
4th year	Rs.	770	30
5th year	Rs.	770	30
Total—5 years	Rs.	3975	150 adults

The estimated cost of making an adult functionally literate would be (Rs. 3975 ÷ 150 = Rs. 26.50) Say Rs. 27.00

Linking Functional Literacy with Mass Literacy Movement

There was need for establishing clear cut linkages between the mass literacy programme and the functional literacy programme. Ultimately all literacy should become functional literacy but in the transitional stage it is necessary that there should be proper detailing of the two programmes. It was felt that mass programme of literacy should provide the base for implementing functional literacy programme. The highly motivated neo-literates who had done the initial course of mass literacy, should be enrolled in the functional literacy classes. The other important points of linkages between the two programmes were in regard to the preparation of materials, methods and mass communication techniques used in the functional literacy programme. Further concrete linkages between the two programmes were to be provided at the points of training of personnel, organisation and administration. For this purpose, the Project Officer at the district level, who would be responsible for both the Functional Literacy and mass literacy programme in his district, provided the linkages at the various operational points.

Evaluation

The F.F.L.P. being a pilot project, was to be evaluated properly.

The broad objectives of evaluation were stated as follows :

1. To assess the direct and indirect effects of farmers training and functional literacy combined with radio support.
2. To determine the economic, educational and social impact of the programme both at individual, group and community level.
3. To evaluate the educational methods and media used in the project and the standard attained in functional literacy.
4. To undertake studies (action research) in order to provide feed back to the planners and the opera-

tional staff in the project so as to bring about improvements.

5. To study the cost/benefit ratio of farmers' training and functional literacy programme.

While evaluating the following indicators were to be kept in view :

i) Enrolment ratio

ii) Rate of drop out

iii) Rate of attendance

iv) Rate of coverage

v) Rate of participation in final test.

The indicators for evaluation would measure the "rate of retention", the "link up" between functional literacy efforts and the job performace, physical progress, pedagogical aspect, use of literacy and impact on agricultural production, adoption of behaviour in the acceptance of improved practices etc.

Follow up

The role of the functional literacy centres should not end after they have run a specified number of literacy classes during the pendency of the IV Plan. They should become the permanent nucleus for the promotion of post literacy, follow up work amongst the neoliterate farmers. These centres should, therefore, be not only retained but developed to provide the neoliterate farmers opportunities for regular reading of suitable literature for both general and vocational nature. Besides the centres should become the 'meeting places' for

a) group discussions on matters of common vocational interest;

b) group listening of radio, programmes specially beamed for the farmers;

c) Periodic talks by the experts of the Agriculture, Education and other concerned departments whenever they are on tour to these places or nearby villages.

It would therefore be expected that the State Governments would keep these centres alive and active for the above mentioned purposes, even after they were no longer running the literacy classes.

Plan of Operation

For any project of this type, it was necessary to draw up a detailed Plan of Operation so that there was coordinated action on all the points and at various levels.

1. Selection of the Project area and personnel;
2. Training of personnel at various levels;
3. Actual starting of functional literacy classes in the Project Area;
4. Completion of various administrative arrangements including the selection and posting of personnel at various levels and the issue of necessary financial sanctions etc.,
5. Setting up of the coordination committees at the various levels;
6. Arrangements for the preparation of reading and instructional materials required for the Project; and
7. Evaluation of the Project.

Conclusion

As a joint programme of action to be implemented by three Ministries, it was a first unique programme of its kind. The package programme was mainly production oriented with built-in motivation in so far as it was geared to be urgent need of food production in the country, While production is the central stream, the programme, in its totality, has thrown up the need for farmers' training with functional literacy as an essential aspect of it.

3. National Adult Education Programme

National Adult Education Programme (NAEP) was mainly a programme for the rural areas, and even there the emphasis was on coverage of women and persons belonging to the Scheduled Caste and the Scheduled Tribes. All States and Union Territories had taken steps for implementation of the programme. This programme was launched on 2nd October 1978 i.e. on auspicious birth day of Mahatma Gandhi, father of the nation.

NAEP was not merely a literacy programme, but was an indispensable part of a development plan aimed at significant amelioration of the condition of the poor through provision of a package of minimum needs.

NAEP was to be implemented through a determined effort of all sections of society. It was not the sole responsibility of one department in the Central or the State Governments, not even of Government alone; nor it was only a partnership of educational institutions and Government, or voluntary agencies and government. A pre-condition for the success of the programme was active participation of all sections at all levels, particularly in the field where the adult educations centres were to be organised.

Voluntary Agencies

It has been visualised from the beginning of the programme that in addition to the State Governments, voluntary agencies would play the most important part in the implementation of the NAEP. The scheme of Assistance to Voluntary Agencies was, therefore reviewed and the pattern of financial assistance, liberalised. The Voluntary Agencies received 100 percent of the programme cost as a grant from the Ministry and 75 percent cost of the administration i.e. the pay of officers, clerks and peons working in the office of the Voluntary Organisation.

It was decided by Central Government that only those Voluntary Agencies which have been registered over one year at least and have given some evidence of voluntary involvement in adult education activities, would be eligible for financial assistance. Institutions of Khadi and Village Industries promotion which were so far concerned with rural development and formal education participated in adult education.

National Social Service and Adult Education personnel were working in cooperation with universities and colleges. Several seminars for teachers and students were organised for their involvement throughout the country. While involvement of universities and colleges was a nation-wide programme, in the States of Maharashtra, Bihar and Tamilnadu, the response had been very impressive.

Involvement of institutions of higher education in NAEP would bring them closer to the community and give to the students and teachers a challenging opportunity for giving a practical expression to their idealism.

State Resource Centres

It was considered necessary to have an institution in every State which would be able to provide technical support to the state's programme from 1978. The Ministry as well as DAE have also been closely following the development of SRCs and in consultation with the State Government concerned, several measures were taken to strengthen them.

All SRCs are expected to perform following functions :

a) Curriculum development and preparation of teaching and learning materials—publication of methodological guidelines as well as prototypes.

b) Training of project officers and supervisors as well as resource persons which would assist the District Resource Units, also publication of Training handbooks and other aids.

c) Post literacy and follow-up materials including review of existing literature, publication of new materials, issue of organisational guidelines.

d) Evaluation, research and innovation including formative evaluation of the activities of SRC itself as well as other institutions and agencies co-operating in development of curriculum and materials as well as training, action research and publication of case studies on innovations.

e) Assistance in environment building through mass media, publication of posters, and other material, exhibitions etc.

f) Other publications, including translations of the publications of DAE and other SRCs, knowledge building books on adult and non formal education, bulletins, and periodicals in regional language.

In practice all SRCs are not able to discharge all these functions. Priority is given to production of teaching and learning materials, and to training. In addition to the functions mentioned above, SRCs organise relevant programmes and activities. Many of them have also taken up small field programmes to serve as a laboratory for try-outs of their activities.

The SRCs should "farm out" activities to other suitable agencies. Emphasis is also laid on taking of concrete steps by the SRCs for resource devolution, etc., training and guidance to the personnel of the District Resource units and other local agencies which can provide locally relevant resource support to the implementation agencies.

Now, 15 SRCs provide technical support to 19 States, 4 SRCs are set up under the auspices of universities and rest with voluntary agencies. Almost all major states are covered by SRCs.

District Resource Units (D.R.Us)

At the time of the planning of the NAEP, it was envisaged that the project agencies might become self reliant in resource support for training of their instructors. However, this expectation proved to be unrealistic. A need was, therefore, felt to identify an alternate arrangement for decentralised resource support, particularly in regard to training of instructors. It was also assumed that DRUs could assist the agencies in project planning, survey methods, introduction of locally relevant components in the curriculum and in selection of teaching and learning materials. As the project grows, the DRUs also could play an important role in planning and implementation of post literacy and follow up programmes, keeping in view the importance of decentralisation in resource development, the role of DRUs holds immense promise.

Resource Consciousness at the Project and Adult Education Centre Levels

The objectives of resource development would not be fulfilled unless resource consciousness permeates at project and the adult education centre levels. The project agency should be able to secure the essential resource support, including the arrangements needed for organisation of satisfactory training programmes for its personnel. The monthly meeting of the instructors with the Supervisor could become a means of programme evaluation and continuing education. The project agency should be able to circulate a bulletin to facilitate the instructor's work. They should have the freedom, as well as, the capability, to introduce locally relevant issues in the Curricular Structure.

Similarly, the adult education instructor might be able to depart from the curricular guidelines handed over to him. He should also be able to use locally available resources for improvising learning materials. Learning in an adult education centre should not be confined to a class-room, but should extend to the village-ponds, fields, grazing grounds and forests.

Programme Management

The NAEP was started as a result of initiatives taken by the Central Government. From the very beginning, however, it was clear that the administration of the programmes shall have to be based on the principles of decentralisation and autonomy to the field functionaries. In designing the administrative structure, stress was laid not only on adequacy of structures, but also on proper selection of personnel and their training. It was hoped that women and persons belonging to the scheduled castes and scheduled tribes, who are to be given priority in the coverage, would receive similar priority in manning the administrative structure.

The National Level

The National Board of Adult Education was established in August 1977. Its membership included Ministers of Central Government, Minister dealing with adult education from each of the regions of the country, heads of organisations such as the University Grants Commission, Central Social Welfare Board, Khadi and Village Industries Commission, Federation of Indian Chambers of Commerce and Industry, Indian Adult Education Association, and a number of other non-officials and field workers. The Board set up following committees to attend to specific task :

a) Committee on preparatory action (Since wound up),

b) Committee on Motivation,

c) Committee on Voluntary Agencies.

d) Committee on post-literacy and follow up programme.

e) Committee on evaluation.

The Board welcomed the involvement of variety of agencies such as the—

1) Voluntary organisations,

2) Universities and colleges,

3) Employers etc.,

The Board however, expressed concern over insufficient commitment to the programme, particularly about involvement of voluntary agencies, in a number of states. It also cautioned that unless vigilance is maintained the NAEP could become merely literacy drive, and the components of functional development and awareness building could get comparatively neglected.

Functional Literacy of Adult Women is a part of integrated child development services programme. The Ministry of Health and Family Welfare had decided to closely link health care and family planning with NAEP.

State Level Efforts

During the First and Second Five Year Plans (1951-1961) administrative structures at the State, district and block levels was created with considerable care and imagination. However, over the years those structures got disintegrated in practically all states except Orissa, West Bengal, Assam and Meghalaya. Even in these States the structures lack vitality. The programme of the size of the NAEP cannot be implemented without adequate administrative machinery. It was, therefore, decided to set up in each State as well as in every district an office of adult education. In six states, full fledged Directorates of Adult Education were set up, in the remaining of them State Adult Education Officer formed a part of the Directorate of Education. In most of these States senior officials were made incharge of adult education, with necessary supporting staff.

In all states and union territories, State Boards of Adult Education, as well as Steering Committees were set up. The State Boards were headed by the Chief Minister or the Education Minister, and included Ministers or Secretaries of the various development departments and a number of non-officials. While in some States notably Bihar, Gujarat, Maharashtra and Rajasthan, the State Boards of Adult Education had met frequently and have influenced the States' programme, the meetings in other states have been infrequent and the State Boards have had little influence on the programme. The Steering Committee was expected to ensure co-ordination and smooth implementation.

The Distric Level

At the district level the Collector (CEO in States like Maharashtra and Gujarat) was responsible for the steering of the programme. He has to function on the advice of the District Adult Education Board, the membership of which included district level development officials, educationists, teachers' representatives, persons connected with voluntary agencies etc. The District Adult Education Officer was the Member-Secretary of the District Adult Education Board.

The Project Level

One of the most important innovations introduced in the NAEP was the project approach—a more or less autonomous administrative unit responsible for implementation of a programme in a compact and contiguous area. However, boundaries of a project were not co-terminus with a community development block i.e. C.D. block. Most of the Nehru Yuvak Kendras and voluntary agencies confined their activities to one Community Development Block, the aim being to cover the entire illiterate population within a period of five years. The Government projects were often somewhat larger and extended over two blocks.

Each project had a project officer and a supervisor for a number of centres. In projects administered by State Governments, the supervisor's responsibility extended over 30 centres. Each centre admitted 30 illiterate adults in the class. Wherever feasible two or more centres were established in a village, the area to be covered by a supervisor was reasonably small and manageable. It was expected that a supervisor should be able to visit each adult education centre at least twice a month. Part time supervisors coming from universities and colleges overseed 10 centres and in most voluntary agencies (they get Rs. 150/- per month). The supervisor overseed 10 centres and in most voluntary agencies and NYKS a supervisor was responsible for about 20 centres.

The critical unit in the whole programme was the adult education centre, which was in the charge of an Instructor or an Adult Education Organiser. The instructor was paid an honorarium of Rs. 50/- per month (later raised to R 100 per month) ; the honorarium is considered to be too low to attract good workers.

Youth Services

The main objects of the Central Governments' youth policy are to provide opportunities to young people to make constructive contribution to society, fulfil youth aspirations by providing avenues for young people to be actively involved in the national main stream and enable them to contribute fruitfully in the task of national reconstruction.

To mobilise student and non-student youth for constructive nation building activities, youth centres known as Nehru Yuvak Kendras have been established at district head quarters other than metropolitan areas. The activities of these centres include informal education for young people in the age group

15-25 and their participation in creative activities, development of competitive sports, physical education, encouragement of talents in the field of sports, particularly in the rural areas and community service involving youth participation in eradication of illiteracy, health, education and sanitation programmes and help in carrying out land reforms.

National Service Scheme

The National Service Scheme (NSS) was launched in 1969. It aims at providing under graduate students with opportunities for meaningful social service, benefitting the community in a variety of fields. Activities include youth participation in organising literacy classes.

Resource Development

Variety of technical service, such as development of curriculum, appropriate instructional and learning materials, training, evaluations etc. have been included in the NAEP and these have been described as resource support. Special importance has been given to resource development and that no effort should be spared for creating a satisfactory system for this purpose.

Directorate of Adult Education

At the apex of the resource structure is the Directorate of Adult Education (DAE), a wing of the Ministry, which serves as the national resource agency. It advises the Ministry as well as the State Governments in all technical matters and also oversees the work of the various State Resource Centres. A special mention may be made in this context of the support that has been secured by DAE from the following :

1. UNESCO for organisation of population education and training programmes.

The number of adult education centres as on 30. 6. 1979

States/Union Territories	*R.F. L.P.*	*State Govt. Projects*	*Voluntary Agencies with/without GOI Assist.*		*N.Y.Ks.*	*University*	*I.C.D.S.*
1	*2*	*3*	*4*		*5*	*6*	*7*
Andhra Pradesh	584	330	288	214	1066	199	232
Assam	2400	4200	270	—	238	66	127
Bihar	1490	1945	1936	—	399	64	309
Gujarat	2000	711	5342	1426	226	443	43
Haryana	2089	820	190	—	81	—	100
Himachal Pradesh	715	—	60	—	410	—	48
Jammu & Kashmir	1143	231	—	—	68	—	94

1	2	3	4		5	6	7
Karnataka	880	—	458	6834	324	105	90
Kerala	1200	—	374	3490	378	—	122
Madhya Pradesh	3000	1300	778	170	620	88	180
Maharashtra	3314	530	3090	1224	—	465	142
Manipur	185	300	374	—	140	—	73
Meghalaya	165	178	—	—	—	—	50
Nagaland	340	200	—	—	3	—	20
Orissa	1020	1110	439	40	521	224	56
Punjab	—	—	120	—	236	38	100
Rajasthan	1369	1064	2600	—	414	—	85
Sikkim	170	254	—	2	4	—	64
Tamil Nadu	3600	—	1124	137	364	720	296
Tripura	608	1421	—	43	102	—	100
Uttar Pradesh	—	2457	1176	35	984	341	352
West Bengal	880	1825	380	—	296	845	255

1	2	3	4		5	6	7
Arunachal Pradesh	191	216	—	30	23	—	—
Andaman & Nicobar	60	34	—	3	4	—	—
Chandigarh	54	84	—	—	38	—	—
Dadra & Nagar Haveli	41	30	—	—	—	—	11
Delhi	241	270	—	2	109	70	100
Lakshadweep	30	—	—	—	—	—	—
Goa, Daman & Diu	—	—	—	—	22	—	—
Mizoram	160	70	—	—	—	—	—
Pondicherry	67	64	30	—	59	16	—
TOTAL :	27996	19644	19029	13650	7129	3684	3049

Source Columns 2, 3 and 5 — State Govt./U T Administration.
4 The Voluntary agencies
6 The NYKs
7 The University Grants Commission, and
8 The Ministry of Social Welfare

2. International Institute of Educational Planning, Paris, for improvement of evaluation and monitoring system.

3. Central Institute of Indian Languages and Taraqqi-e-Urdu Board for development of teaching and learning materials.

4. NCERT, including its various departments and regional colleges of education, for development of teaching and learning materials, instructional aids, training and educational technology.

5. Family Planning Association of India and National Institute of Health and Family Planning for health education, population education and family planning input in the programme.

6. National Labour Institute and the Central Board of Workers Education for serving as resource agencies for various employers in the organised sector.

7. National Institute of Educational Planning and Administration and National Institute of Rural Development for Training of Senior key level personnel.

8. National Book Trust and the Directorate of Extension of the Ministry of Agriculture for development of suitable post literacy and follow-up materials.

9. Indian Adult Education Association and some other voluntary agencies for dissemination of the concept and the outline of NAEP and for training.

10. In addition, the DAE has been able to establish co-operative arrangements with a number of university departments and institutions of social science research for resource support etc.

Languages

A number of languages and dialects are spoken in India. Of these, 15 languages have been specified in the Eighth schedule of the constitution. These are : Assamese, Bengali, Gujarati, Hindi, Kannad, Kashmiri, Malayalam, Marathi, Oriya Punjabi, Sanskrit, Sindhi, Tamil, Telugu and Urdu.

Rural and Urban Population

	Year of Census				
	1941	1951	1961	1971	1981
Percentage of total population	100	100	100	100	100
Rural	86.1	82.7	82.0	80.1	76.3
Urban	13.9	17.3	18.0	19.9	23.7

Allocation for Adult Education for 1979-80

(Rs. in Lakhs)

	States	*Plan*	*Non Plan*
1.	Andhra Pradesh	30.00	16.76
2.	Assam	70.00	15.64
3.	Bihar	80.00	13.86
4.	Goa, Daman & Diu	7.85	3.75
5.	Gujarat	93.00	97.17
6.	Haryana	44.00	24.53

	States	*Plan*	*Non Plan*
7.	Himachal Pradesh	5.20	5.25
8.	Jammu and Kashmir	25.00	20.74
9.	Karnataka	39.27	38.63
10.	Kerala	25.00	1.14
11.	Madhya Pradesh	100.00	48.62
12.	Maharashtra	85.44	14.25
13.	Manipur	6.00	3.98
14.	Meghalaya	3.00	11.99
15.	Nagaland	7.00	4.51
16-	Orissa	81.75	6.58
17.	Punjab	19.97	55.81
18.	Rajasthan	70.00	3.16
10.	Sikkim	2.00	3.48
20.	Tamilnadu	20.00	1.72
21.	Tripura	15.00	77.41
22.	Uttar Pradesh	0.15	127.00
23.	West Bengal	100.00	6.47

The Education Officers, Teachers of Primary and Secondary Schools were not involved in this national programme. Instead local village youth who had not even passed S.S. Examination was chosen as adult education instructor. Community health volunteer, secretary of local co-operative society, milk collector etc., were given preference while appointing instructors for literacy classes. Then they were given training and put in charge of literacy class, having 30 illiterate adults within the age group 15-35 on the roll. Neither instructor nor project officer had teaching background. The literature prepared for literacy classes was not related to the life situations of the illiterate adults, guidance was poor, training was inadequate.

The scheme NAEP was launched on the auspicious birth day of Mahatma Gandhi i.e. 2nd October, 1978 with the determination of liquidating illiteracy of the youths within the age group 15 to 35 in five years. That period is already over but the goal has not been achieved as yet. All these classes were conducted for a period of 10 months, by paid workers receiving Rs. 1,000/- for a period of 10 months doing teaching work everyday for a period of 1½ hours. It was raised to 12 months later on.

Due to the spread of education at primary, secondary and higher level, introduction of national and state level schemes in the state and implementing them sincerely and effectively, efforts made by social workers in spreading literacy in the state helped to increase the percentage of literacy. Percentage of literacy showed the efforts made by the state and the people of that state in the direction of development in social, economic and general awakening of the people in the state. The accompanying table gives progress of percentage of literacy since independence.

These literacy rates show that there is wide variability among the States. Kerala tops the list while Arunachal Pradesh is at the lowest level. The goal of full literacy could be achieved sooner if current efforts to accelerate the pace of educational improvement through the National Policy on Education, 1986, are successful.

Literacy in Various States and Union Territories of India after Independence according to Census of 1951, 1961, 1971 and 1981

Sl. No.	*Name of the State*	*Literacy as per 1951 Census*			*Literacy as per 1961 Census*			*Literacy as per 1971 Census*			*Literacy as per 1981 Census*		
		Total	*Men*	*Women*	*Total*	*Men*	*Women*	*Total*	*Men*	*Women*	*Total*	*Men*	*Women*
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	**Andhra Pradesh**	15.1	22.2	8.6	21.19	30.19	12.03	24.56	33.27	15.65	29.44	39.13	20.52
2.	**Arunachal Pradesh**	—	—	—	7.13	12.25	1.42	9.34	14.60	3.54	20.09	27.98	11.02
3.	**Assam**	18.1	27.1	7.0	27.47	37.75	15.67	28.81	37.74	18.91	—	—	—
4.	Bihar	12.2	20.6	3.8	18.40	20.83	6.90	19.81	30.60	8.49	27.01	37.78	13.58
5.	Goa, Daman & Diu	—	—	—	30.75	39.04	23.02	44.53	54.46	34.48	55.86	64.77	46.78
6.	Gujarat	—	—	—	30.45	41.13	19.10	35.72	46.17	24.56	43.75	54.53	32.31

1	2	3	4	5	6	7	8	9	10	11	12	13	14
7.	Haryana	—	—	—	19.93	29.23	9.21	26.69	37.20	14.68	35.84	47.78	22.23
8.	Himachal Pradesh	7.7	12.6	2.4	21.26	32.31	9.49	31.32	42.30	20.04	41.94	52.36	31.52
9.	Jammu & Kashmir	—	—	—	11.03	16.97	4.26	18.30	26.41	9.10	—	—	—
10.	Karnataka	19.9	29.5	9.8	25.40	36.15	14.19	31.54	41.87	20.76	38.41	41.61	27.83
11.	Kerala	—	—	—	46.85	54.97	38.90	60.16	66.54	53.90	69.17	74.03	64.48
12.	Madhya Pradesh	13.5	21.9	5.9	17.13	27.03	6.73	22.12	32.76	10.84	27.82	39.38	15.54
13.	Maharashtra	—	—	—	29.82	42.04	16.76	39.08	51.30	25.97	47.37	58.80	35.08
14.	Manipur	11.40	20.8	2.4	30.42	45.12	15.93	32.80	46.16	59.22	41.99	52.97	30.69
15.	Meghalaya	—	—	—	25.71	30.71	20.45	28.43	32.94	23.70	33.22	36.98	29.28
16.	Mizoram	—	—	—	—	—	—	—	—	—	59.50	65.99	52.57
17.	Nagaland	—	—	—	17.91	24.04	11.34	27.33	34.42	19.21	41.99	49.16	33.72
18.	Orissa	15.8	27.3	4.3	21.66	34.68	8.65	26.12	38.35	13.75	34.12	59.90	21.11
19.	Punjab	10.8	17.4	3.4	26.74	34.70	17.41	33.39	40.06	25.75	40.74	46.59	34.14
20.	Rajasthan	8.4	13.7	2.6	15.21	23.71	5.84	18.79	28.42	8.26	25.05	35.78	11.32
21.	Sikkim	—	—	—	—	—	—	—	—	—	22.11	34.01	9.27

CHAPTER 3

STATE SCHEMES OF SOCIAL EDUCATION

A Survey of Social Education Schemes

The State of Maharashtra came into existence on 1st May, 1960. It consists of three regions—Vidarbha, Marathwada and Western Maharashtra. Vidarbha was previously a part of Madhya Pradesh, Marathwada a part of the Hyderabad State which is now in Andhra Pradesh and Western Maharashtra a part of the old Bombay State. Three different patterns of social education were in operation in these three areas and they are described below :

A) Social Education in Vidarbha

The scheme of social education in Madhya Pradesh, which was worked out in Vidharbha also, had two important aspects. They were :

(i) Education for citizenship, and

(ii) Education for enlightenment and living.

This scheme was launched in Madhya Pradesh on 1st May, 1948.

The following were its objectives :

(1) To acquaint the people with the changing currents in social, economic and political life and to instil in them a faith in themselves and in the culture of the country,

(2) to inspire them to take a living interest in the affairs of the State and its programme of development and in the problems of social reconstruction,

(3) to enable them to understand the significance of the period of transition and its dangers and to train them to organise and combat anti-social activities,

(4) to teach them to maintain harmony and solidarity in life,

(5) to educate them to live a healthy life, to keep their homes and surroundings clean and to make social life useful and enjoyable,

(6) to train them to organise economic and social life on a co-operative basis and to show them a practical way of discharging their responsibilities towards the society and the nation, and

(7) to organise campaigns to eradicate illiteracy among the masses as quickly as possible.

1. Although the objectives stated above cover the entire social and political life of the people, the attainment of literacy has been placed last in the order of priority. Under the scheme, adults in the age range of 14-40 years were admitted to literacy classes which ran for about four months. The Social Education Worker running the classes was paid at the rate of Rs. 5 per female adult and Rs. 2 per male adult made literate by passing the literacy test. Books, slates and other necessities were given to these literacy classes. A literacy test was also conducted by the inspecting officers.

2. For the promotion of literacy among the illiterate adults and also for imparting civic and social education, special summer camps of five weeks' duration were organised. For this purpose, about 25 villages were selected in each district every year. A teacher from a secondary school or an inspec-

1	2	3	4	5	6	7	8	9	10	11	12	13	14
22.	**Tamil Nadu**	21.8	32.6	11.0	31.41	44.54	18.17	39.39	51.68	26.83	45.78	57.19	34.12
23.	**Tripura**	15.5	22.3	8.0	20.24	29.61	10.19	30.87	40.56	20.55	41.58	51.05	31.60
24.	**Uttar Pradesh**	24.6	34.7	12.8	17.65	27.30	7.02	21.64	31.76	10.18	27.38	38.87	14.42
25.	**West Bengal**	—	—	—	29.28	40.08	16.98	33.05	42.84	22.08	40.88	50.41	30.33
	Union Territories												
1.	**Andaman & Nicobar Islands**	25.8	34.2	12.3	33.63	42.43	19.37	43.48	51.54	30.96	51.27	58.44	41.45
2.	**Chandigarh**	—	—	—	51.06	56.97	42.00	61.24	66.56	54.13	64.68	68.82	50.30
3.	**Dadra and Nagar Haveli**	—	—	—	9.48	14.71	4.05	14.86	22.00	7.77	26.60	36.19	16.75
4.	**Delhi**	38.4	43.00	32.3	52.75	60.75	42.55	56.65	68.87	47.64	61.06	67.96	52.56
5.	**Lakshadweep**	—	—	—	23.27	35.80	10.98	43.44	56.26	30.36	54.72	64.97	44.21
6.	**Pondicherry**	—	—	—	37.43	50.39	24.64	43.36	54.56	32.04	54.23	64.00	44.30

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ting officer was appointed as the Camp Organiser and about ten voluntary workers including women were selected to work in these camps. The voluntary workers lived a community life and carried on a suitable propaganda in the villages for the success of the camps. They conducted literacy classes also for illiterate adults of both sexes, organised recreation programmes and other cultural activities. Government sanctioned Rs. 1,000 for each camp in order to meet the expenses of lodging and boarding of the camps. The Social Education van visited the camp at least once and films were shown. At the end of the camp, a literacy test was held and each voluntary worker was paid an honorarium at the rate of Rs. 5 per woman and Rs. 2 per illiterate man who passed the literacy test.

3. For the production of literature there was a separate organisation under the Chief Editor. The publicity section brought out monthly magazines, weekly bulletins and reading material for the adults. This general literature dealt with the State policy and programme, social, economic and security problems, cultural affairs and follow-up literature promoting the general objectives of the social education movement.

The production of films for the purpose of social education in all its forms was undertaken.

To make visual education more effective, an art and statistical section was also opened.

4. There were three executive centres of the social education programme, viz., (1) the provincial centre, (2) the divisional centre, and (3) the district centre.

The Director of Public Instruction was the head of the provincial centre and he was assisted by two mobile units. Each unit consisted of a field worker, a mechanic-cum-driver, a cleaner, an operator and a clerk for accounts and general correspondence. The bus was properly fitted with cinema projector, a generator and a loud-speaker.

The divisional centre had a chief organiser, a librarian, a curator for the museum, the director for the art section, a team of musicians and the necessary clerical staff.

The district centre had an Additional District Inspector of Schools who worked through the agency of the Assistant Inspector of Schools. The Additional District Inspector of Schools had a mobile unit in his charge. He organised social education by encouraging voluntary organisations taking up the literacy programme. He organised dramatic clubs, Bhajan and Kirtan Mandals, lectures, tours, recreation programmes and sports. He also organised visual education through films and other agencies. He kept in touch with public opinion and kept the centre informed of the needs and difficulties in the district.

5. On June 17, 1952, the Government of Madhya Pradesh appointed a Committee under the Chairmanship of Justice Mangalmurty to review the progress of social education and to suggest the future line of action in this field.

In its report, the Committee recognised the special importance of social education in the progress of the country, and stressed the need of making the village as a unit in the social education programme. The Committee felt that social education could not achieve its aims without the support of the village community.

In December 1953, the Government of Madhya Pradesh set up the Directorate of Social Welfare to carry out the Social Welfare programme envisaged under the First Five-year Plan. The village Panchayats were entrusted with the social education programme so that they could bring about the many-sided development of the village. Rural Home Guards were trained for voluntary services and the programme of rural uplift was organised with the help of Panchayats in selected villages. The activities of social education were mainly concentrated on education for citizenship and better living with a stress on the eradication of illiteracy. Social education under this set-up was to bring about rural reconstruction and to lead to setting up model villages. The new department amalgamating panchayats and social education also included the rural home guards in the sphere of social services. The three Departments undertook common activities such as the promotion of sanitary surroundings, preparation of compost and soak pits, etc. The Gram Panchayats were regarded as the king-pins of the rural development and, therefore, were expected to initiate and promote activities towards this end. The Directorate of Social Welfare was in over-all charge of the conduct and control of all the activities relating to village panchayats and social education.

The following activities were included in the social education programme :

a) Adult Literacy.

b) Circulating Libraries.

c) Follow-up Literature.

d) Radio Centres.

e) Culture Squads.

f) Cinema Programmes.

a) **Adult Literacy** : During 1956-57, the number of adult literacy classes was only 728. Each class admitted about 20 adults in the age group of 14-40 years. Separate classes were organised for women if there was a sufficient number of them ; otherwise mixed classes were held. The classes were generally held at night for about two hours. The local primary teacher or a voluntary social education worker conducted the class. The worker was paid Rs. 10 per month. The expenditure on kerosene and equipment was borne by the Directorate of Social Welfare. The total expenditure on this account amounted to Rs. 15 per class. The classes were organised at those places where there were Gram Panchayats. These classes were supervised by members of the Panchayats. The adults were prepared for the literacy test. Those, from among them, who attended the classes for more than 55 per cent of the total number of working days, were allowed to appear for the test. Certificates were awarded to the successful candidates. Education for these classes was not confined only to the attainment of literacy. The object was to impart education to the adults in reading, writing, simple arithmetic up to Standard I, elementary civics and general knowledge. Thus the aim was to make the adult literate and to impart to him some knowledge of civics and responsibilities of a citizen.

The Department encouraged voluntary organisations to run such classes. These organisations were paid a grant-in-aid to the extent of 75 per cent of the actual expenditure incurred. Kerosene and equipment required for the classes were supplied by the Department.

(b) **Circulating Libraries :** The number of circulating libraries in Vidarbha was 265 in 1956-57. Each centre served a group of villages situated within a radius of 5 miles and supplied a box containing 150 books. These boxes were exchanged after a period of four months. A local school teacher or a Sarpanch or Gram Sahayak worked as an honorary librarian. There were no Taluka or Block libraries existing in this part. The books in the boxes were generally of a high standard and were meant for the readers who had advanced in reading. It was soon discovered that the reading material supplied to the neo-literates through these libraries was not suitable for their actual needs.

(c) **Follow-up Literature :** The Directorate had a separate staff of editors and writers to publish the follow-up literature for the benefit of neo-literates passing the literacy test. A quarterly magazine named 'Deepak' was published. Pamphlets on various subjects, were brought out from time to time. The Gram Panchayats circulated this literature among the neo-literates.

(d) **Radio Centres:** As many as 388 Radio Centres were functioning in Vidarbha during 1956-57. Dry battery sets were provided to these centres. The initial expenditure on account of radio sets and dry batteries was borne by the Directorate of Social Welfare. The recurring expenditure on dry batteries was afterwards borne by the Village Panchayats. The radio centres were directly under the control of Gram Panchayats.

(e) **Culture Squads:** Each one of the eight districts of Vidarbha had a Cultural Squad consisting of seven artists. This squad organised entertainment programme consisting of short plays, ballads and songs. These were specially written by experts and approved by the Department. The Squad worked under the direct control of the District Welfare Officer.

(f) **Cinema Programmes:** Each district possessed a van equipped with the projector, a generator and an epidiascope along with its operator for exhibiting educational films in rural areas. The Directorate had a central store of films. Altogether eight district vans operated in Vidarbha.

There was no special provision for training social education workers. The administrative set-up consisted of one Regional Officer in charge of social welfare for Vidarbha, under whom there were two Divisional Officers.

Four districts made up a division and there were four District Welfare Officers under each Division Welfare Officer. There were 24 Social Welfare Inspectors and 435 Gram Sahayaks or Village Assistants under each District Welfare Officer. Besides these, an artist, a chief librarian, a radio assistant, a radio mechanic and operator, a battery attendant, a sub-editor, a writer, etc., worked in the regional office. The following table gives an idea of the progress achieved under this scheme :

Illiterate adults enrolled

Year	*Men*	*Women*	*Total*	*Expenditure Rs.*
1956-57	12,886	2,508	15,394	76,857
1957-58	10,270	1,467	12,187	33,234
1958-59	10,996	2,082	13,078	33,730
1959-60	22,296	3,659	25,955	1,00,000
1960-61	24,524	3,127	27,651	1,40,000

Cinema programmes and cultural programmes formed a part of social education scheme in this region. These programmes were much appreciated by literates, neoliterates and illiterates. However, social education workers found it difficult to sustain the interest of the adults in literacy classes. Hence, very few adults attended the classes regularly or passed the literacy test. The number of women enrolled in this class was very thin. According to the census of 1961, the percentage of literacy in Vidarbha was 27.8 and that among women was 14.1. For the complete eradication of illiteracy from this part it was clear, therefore, that more effective and vigorous measures had to be adopted. The cost per adult enrolled in the literacy class worked out to about Rs. 4 not counting the expenditure on such items as radios, culture squads, cinema programmes, etc.

B) Social Education in Marathwada

Marathwada was formerly a part of the Hyderabad State which is now in Andhra Pradesh. Nothing beyond literacy was contemplated under the scheme of Social Education. Adults in the age group of 14-45 years were admitted to the class. Two teachers were required to conduct a literacy class.

These teachers were expected to make 20 adults literate. Text-books meant for primary school children were used in these classes. Payments were made either at the flat rate of Rs. 4 per adult made literate or Rs. 12 and Rs. 10 per teacher in the class. In the N.E.S. Blocks the social education worker was paid at the rate of Rs. 5 per month. There was only one test and no precise curriculum was laid down. Voluntary organisations were also allowed to conduct literacy classes.

A Special Officer-in-charge of basic education also looked after social education. The inspecting officers of the Education Department inspected the literacy classes.

The Scheme was not given a fair trial and hence a major part of the budget remained unutilised. There were no village reading rooms and no follow-up programmes.

The social education scheme in the block area was worked out in all its aspects by the Revenue Department and the budgetary provision was also made by that Department. Social Education organisers were appointed in most of the blocks. They worked under the Project Executive Officer and conducted multifarious activities of the adult education classes, community centres, village libraries, recreation programmes, etc.

On the whole, vigorous or systematic efforts were not done in this part to promote social education, and hence the results were not satisfactory. The following table gives an idea of the progress achieved :

Year	*Men*	*Women*	*Total*	*Expenditure Rs.*
1957-58	9,829	71	9,900	55,541
1958-59	11,019	565	11,584	55,541
1959-60	23,972	1,235	25,207	86,000
1960-61	11,405	810	12,215	25,000

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According to the census of 1961, the percentage of literacy in Marathwada was only 16.1; it was 5.7 only among women. Thus it was clear that the number of illiterate adults enrolled did not show any vigour or drive behind the movement in this region, and as stated above, the results were not tangible.

C) Social Education in Western Maharashtra

In this region, the first Popular Ministry which came to power in 1937 in the old Bombay State with **Shri B.G. Kher**, who was both the Chief Minister and Minister for Education, tackled the problem with imagination and foresight. A Provincial Board of Adult Education was appointed with Shri S.R. Bhagwat as its Chairman to look after adult education in the State. This Board functioned from 1939 to 1947. Primary teachers in voluntary schools took a prominent part in the adult education scheme. During 1939-40, as many is 1,085 adult education classes were started, and out of the total enrolment of 53,378, 13,208 adults passed the literacy test. Every adult education worker was given a fixed amount for the purchase of equipment and literature to run the literacy class and the grant was based on the number of adults passing the literacy test. The progress in the beginning was, therefore, very rapid. But the World War II broke out, the Popular Ministry resigned and the amount for purchase of equipment and the grants per adult passing the test were reduced. This produced a set-back and in 1939-40 there were only 177 classes. The number of adults who passed the literacy test during that year was only 2,829.

After the attainment of Independence in 1947, the second Popular Ministry combined the literacy programme with general education including subjects like civics, personal and community hygiene, elementary history and geography, broad outline of Indian cultural traditions, some knowledge of political, social and economic problems facing the country and instructions in simple crafts. It was sought to relate adult education closely to the everyday problems of life; and cultural recreation activities were to form an integral part of the movement. This broadened concept of education involved a radical change and, therefore, it was decided to give it a new name which would signify the broader outlook of the new concept: hence the name of social education.

With the transformation of adult education into social education, a new technique of implementing the scheme was also tried out. The State Board of Adult Education decided to implement the scheme in selected compact areas. A special Social Education Officer was appointed for each compact area in order to supervise more closely the work of social education in the area. During 1951-64 areas were selected for the purpose. Each Officer was required to make 1,000 illiterate adults literate of the first test.

In order to give further impetus to the movement, Government decided to establish three separate Regional Social Education Committees for the three different linguistic areas of the State. Each Regional Social Education Committee had a committee for the Marathi-speaking area, had a gazetted officer as secretary. Shri B.G. Jagtap, a well-known educationist, worked as a Chairman of the Committee for the Marathi-speaking area from 1947-1961. This Committee carried out the following functions :—

i) The Committee registered social education classes, arranged for the training of social education workers, supervised the field work, prepared and published suitable literature, drew up draft syllabus for the classes and got them approved by Government. In addition, it dealt with proper methods for teaching adults.

ii) The Committee carried on propaganda work for the spread of social education through talks, exhibitions and other means.

ii) The Committee advised Government on matters related to social education, on the administrative set-up and the organisation of the movement in the districts and big cities. City social education committees were also set up.

The scheme of compact areas for concentrated work in social education was continued. One Special Social Education Officer was appointed for each selected area which generally speaking had a population of 20,000 persons. In 1951, there were as many as 64 special social education officers, in the Marathi-speaking areas. Although in the beginning, the progress of social education in the selected areas was quite rapid and satisfactory, later on administrative difficulties hampered the progress. The special officers had no control over the primary teachers working in their areas. The teachers did not co-operate with the officers and slackened in their interest in social education. The regional officers also did not pay proper attention to the scheme. Therefore, Government abolished these posts and entrusted the work of social education to inspecting officers. The inspecting officers carried out the work with the help of primary teachers and voluntary workers. Two tests of literacy were held, namely, the first and the second test, the second being the stiffer. The progress in this part of the State can be judged from the following table giving the number of adults passing the first and the second tests.

For these social education classes, equipment such as slates, text-books, lanterns, roll-up black-boards, etc., was supplied free of cost. Literacy classes for those taking the first or second test were registered if the number of adults in the class was more than five. The classes were conducted at night or at any other convenient time for learners. Social Education worker conducted the classes everyday for about one hour. The class was considered ready for testing after a period of 3 to 4 months. Adults who attended the class for 60 days were

Year	*Adults enrolled*			*Adults passing the test*			*Total expenditure*
	Men	*Women*	*Total*	*Men*	*Women*	*Total*	
				FIRST TEST			
1956-57	77,025	12,512	89,537	30,405	5,817	36,222	1,28,396 for
1957-58	60,203	10,210	70,413	21,245	3,680	24,925	1956-57
				SECOND TEST			
1956-57	29,119	4,057	33,176	9,345	1,352	10,697	and 1,17,948 for
1957-58	18,480	3,061	21,541	6,047	769	6,816	1957-58

allowed to appear for the test. The inspecting officer conducted the test, prepared the results and assessed the grants. These grants were paid to the social education worker at the rate of Rs. 4 per adult passing the first test and Rs. 5 per adult passing the second test.

Short-term training courses of a fortnight's duration were organised for social education workers. Each social education worker was paid a stipend of Rs. 20 on condition that at least ten adults were made literate after the course.

Since the inception of the Community Development Programme, social education organisers were specially appointed in the Blocks to look after social education. They undertook such general activities to promote social education as Youth Clubs, Mahila Mandals, Bhajan Mandals. Radio Farm Forums, etc., etc. Although the progress in these activities was generally satisfactory, the social education organisers tended to underrate literacy and, therefore, no appreciable progress was made in these blocks to eradicate illiteracy during the first and second Five-Year Plans.

Mass Literacy Campaign

In order, therefore, to tackle the central problem of eradicating illiteracy, a Mass Literacy Campaign was started in the year 1958-59. According to this Campaign each block had to start at least 40 social education classes, each class having an enrolment of 25 adults. The classes were run for 60 days and the social education worker conducting the literacy classes was paid Rs. 100 as honorarium. Special sets of graded reading cards were prepared by the regional Social Education Committee for use in these classes.

It was, however, noticed that adequate publicity was not given to this Campaign. A few social workers came forward to start the classes. As a result of this only isolated classes began to function. There was no general response from the

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public. The Block Development Officers also did not apply their mind seriously to make the campaign a success. Several difficulties were faced for the organisation of these classes, such as accommodation and lighting arrangements. It was also experienced that it was not possible to make an illiterate adult literate within 60 days. The campaign, therefore, did not take any root nor did it help to speed up the literacy programme.

This mass literacy campaign was introduced only in the Block Development areas. In the remaining parts of the State, the old system of paying grants to the social education workers according to the number of adults passing the literacy test was continued. The total number of adults passing the literacy test was as follows :

—	*Men*	*Women* 1958-59	*Total*	*Expenditure*
1st test	26,380	5,144	31,524	Rs, 1,22,737
2nd test	6,987	1,016	8,003	

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CHAPTER 4

SOCIAL EDUCATION

A Uniform Pattern of Social Education

On the eve of the formation of the new State of Maharashtra on 1st May 1960, the previous history would show that there were three different pattterns of social education in the Marathi-speaking areas, and the first task to which the new State addressed itself was to unify these varying patterns. A common pattern of 'Class grant-in-aid system' was introduced under Government Resolution No. SEM 1359/N, dated 23rd June 1960, which laid down the object and area, the management, the activities and the workers organising the social education centre. These are described below :

(1) Object—The object of social education centres will be to impart social education to the adult population in the locality in which the centre is started.

(2) Location—A social education centre will ordinarily be started and attached to an institution which may be a school, a panchayat, a co-operative society, a temple, a church, etc. It will have a definite area allotted for the social education work. There should be only one centre for this area.

(3) Social Education Worker—The centre may be started by a teacher or a non-official social worker. He would be called social education worker. He will apply to the District Inspector of Schools for permission to start the centre giving full details of his name, designation, the locality which the

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social education centre would serve with its population, the qualifications of the worker, the institution to which the centre will be attached, the advisory committee for the centre and types of activities that are proposed to be run at the centre with its equipment, furniture etc., already collected.

(4) An advisory body for the centre—Each centre will have a local advisory body attached to it. This body will consist of a general committee of all the donors and a management committee of five members elected by the general committee. The minimum donation for membership will be fixed by the general committee. The managing committee will have an elected chairman and social education worker will be the secretary of the managing committee.

(5) Types of activities organised—The following activities can be organisd at the centre :

(i) Community recreation programme of a cultural nature such as dramas, folk-songs, bhajans, trips, excursions, film shows, etc.

(ii) Adult education class for teaching, reading, writing, arithmetic and imparting general information to illiterates, neo-literates, semi-literates and other interested persons in the locality.

(iii) Running a village library where possible containing suitable literature for village people. The library will also function as a reading club and an information centre.

(iv) Organisation of group activities where possible, by forming youth clubs, scout troupes, Mahila Mandals, etc.

(6) Funds for the Centre—The managing committee will strive to maintain and expand the activities of the centre.

Both the general committee and managing committee may collect funds for this purpose. These funds will be deposited in the Post Office Savings Bank at the place where the centre is located. The funds will be administered by the Secretary of the Committee in accordance with the plans drawn up by the managing committee.

(7) Selection of the worker—The social education worker will be appointed by the District Inspector of Schools on the recommendation of the managing committee and in consultation with the sub-inspecting officer and the social education organiser of the area. The worker should be either a second year trained primary teacher or a person who has passed his Matriculation or S.S.C. Examination. But in special circumstances a middle passed teacher may also be selected and recommended as a worker. These workers will be given short-term orientation training whenever such courses are organised.

(8) Programme of work—A programme of work for the centre covering the type of activities mentioned in para 5 above will be drawn up for the centre by the social education worker in consultation with the local managing committee and the social education organiser and the inspecting officer of that beat. A record will be maintained to show how far the programme was implemented.

(9) Remuneration for the worker—The S. E. Worker will be paid a monthly remuneration of Rs. 10 and contingent and equipment grant of Rs. 5 per month for 10 months in the year. This amount will be paid by the District Inspector through the beat inspecting officer, where the centre is registered with the District Inspector of Schools. In the case of centre registered in a Block, this amount will be paid by the Block Development Officer through the social education organiser. The amount is to be paid in suitable instalments and is subject to reduction for poor, inadequate or unsatisfactory work.

(10) Working periods of social education centres—The social education centres will ordinarily work for 10 months in a year, remaining closed during vacations. These vacations can be adjusted to the seasonal requirements in the area in which the centre is located. The inspecting officer will fix the working period per week after taking into account the local circumstances. Ordinarily, the worker will have a load of 4-5 hours work per week.

(11) Records and Registers to be maintained. These include :

(i) the reports of the activities organised during the year ;

(ii) a general register of adults admitted to the adult education class ;

(iii) an attendance register of the adults attending the class ;

(iv) a library register showing details of books in the library ;

(v) an issue register showing the list of readers and books issued to them ;

(vi) a cash account-book showing the receipts and expenditure ;

(vii) a dead stock register ;

(viii) a visitors' book ;

(ix) such other registers as may be prescribed by the District Inspector.

(12) Inspection of Social Education Centres—The annual inspection of the centre will be carried out by the beat inspecting officer or the social education organiser and the adults

attending the class may be tested at the time of the inspection. The centre will maintain a register of inspection reports. It will also maintain a result sheet of the tests given to the adults attending the class.

(13) Standards for adult education classes—The standard for adult education, its syllabus and the manner of conducting classes, etc., will be laid down by the Education Department from time to time and the social education worker will introduce these in his adult class at the centre.

(14) Closure of S.E. Centres—In case a centre closes down, the worker will hand over to the head of the institution to which the centre is attached, the dead stock, equipment, library and records and other material with him. The head of the institution in consultation with the managing committee will try to revive the centre by selecting any other suitable worker.

Under this uniform pattern which came into force soon after the formation of the State of Maharashtra, the social education worker was to organise recreation programmes and group activities and run a village library-cum-reading room. In addition, he was expected to teach the adults both of the illiterate and semi-literate type. From the experience of the working of this scheme, it was observed that the social education worker carried out most of the activities included in the programme except that of starting literacy classes. There was no compulsion on him and no obligation to make a definite number of illiterate adults literate every year.

As only one centre was allowed to be opened in the locality, only one social education worker from that locality could be paid regularly for the social education work. Therefore, other teachers and social workers did not come forward to start literacy classes on a voluntary basis. It was, therefore, apprehended that the cause of literacy would suffer a set-back under this pattern of social education. It was, therefore, discontinued subsequently.

3. EFFORTS PRIOR TO FREEDOM IN MAHARASHTRA

During the British rule sporadic efforts were made to start literacy classes for adults since 1836. The whole period since then can conveniently be divided into four distinct parts.

1. Period 1836 to 1870

Under the leadership of Lieutenant Shawtrede a revenue officer working in Purandhar Taluka of Poona district, an experiment for conducting a school for the benefit of children of scheduled caste and farmers-- by charging nominal fees and paying some Government grant was started. This school opened night classes for adults in 1836. This can be said as the first movement for starting literacy classes in Marathi speaking area. The standard of literates completing the course was so high that they could help their children in their studies. This shows that the good efforts bring good results.

The Inspecting Officer however remarked that the attendance of adults in these classes was irregular and very low. It is always true in the case of adult farmers.

During this period an eminent person, namely Mahatma Jyotiba Phule started the first school for women in 1848. He also tried to bring about social revolution. He gave momentum to the education of women and downtroden. He also started schools in backward and hilly areas. His wife Mrs. Sawitribai Phule helped him a lot in this mission.

During 1858-59 in all 119 adults attended the literacy classes. Efforts were made to teach them reading and writing. However there was no public support and hence the number of classes and adults attending them slowly began to decrease and altimately closed down.

2. Period 1871 to 1922

The second attempt to start literacy classes at night was made by the trainees studying in the primary training college at Kolhapur. These night classes were started through the demand of local people. The total number of adults attending literacy classes was 250 in all. The adults attending these classes came from Hindu, Muslim and other communities also. The people respected social equality and education.

Director of Public Instruction, Shri Pile paid a visit to these classes, saw the working and the achievement of the adults and gave compliments to the trainees and the staff of the Training College. He then issued instructions to all the training colleges in the province to undertake the literacy work for the illiterate adults in the neighbourhood of their college. This gave good fillip to the adult literacy classes in the province nearly for fifty years. The progress in given in the following statement.

Year	*No. of night classes*	*No. of adults enrolled*
1872-73	93	3000
1886-87	281	7597
1891-92	316	7610
1896-97	239	5408
1911-12	175	4543
1921-22	168	5175

In addition to the adult classes run by the trainees of the training institutions some social workers also came forward to start literacy classes. However the adults attending these classes are not included in the above statement.

The Inspecting Officers in those days did not take interest in the literacy classes and also did not encourage the literacy workers and hence all these classes slowly began to close down. The inspecting officers thought that literacy classes are run only because the literacy workers get some remuneration and nothing substantial is likely to come out.

With a view to educate the members of the co-operative societies and their children Sir Vithaldas Thackersy gave handsome donations for starting night schools. The duration of the course was two years and the adults attending these schools could complete their studies upto Std. IV. In addition the adults attending the school were given knowledge as to how to keep the accounts of the co-operative societies. There were as many as 37 such night schools running during 1921-22.

Karmveer Vithal Ramji Shinde, the founder member of the depressed class mission society started schools for scheduled caste people. These schools then started night literacy classes for illiterate scheduled caste people. Good many christian missionaries also helped a lot in running such literacy classes.

However these literacy workers could not get support and encouragement from the Government and hence these classes did not flourish.

3. Period 1921 to 1937

This period of adult literacy is of significant importance. Mahatma Gandhi took the reigns of Congress in his hands and the freedom movement got momentum in India. The then Bombay Province was at the top in all these activities.

After the First World War some powers were delegated to the local self Government and the Department of Education was in the hands of Indian people. Along with the General Education, the Department paid more attention to the adult literacy programme and considered it as a part of General Education. When the Minister for Education began to take interest in adult literacy programme, it received altogether a new outlook. Special funds were sanctioned and the provision was made in the budget. Progress of adult literacy began to figure in the annual report published by Government. Special schools, primary schools and secondary schools for adults began to thrive in the Province. These schools started their working at night when the adults were free from their usual work in the various spheres. There was no separate syllabus for night schools. The books prescribed for day schools were also used for night schools. Methods of teaching and examinations were identical to the day school. However aids like magic lantern, film strips, slides were used for attracting the adults in these schools.

In special schools only women were admitted. They were taught reading, writing and arithmetic. In addition knowledge in first aid, sewing and craft was imparted to women.

With a view to solving the problem of adult education good many new institutions namely 'Adult Education Society, Bombay, Dnyan Prasarak Mandal, Bombay, Bhandarkar Research Institute, Pune, etc., were established and were given Government recognition. Government gave them encouragement and also grant.

4. Period 1937 to 1947

First local self Government was established in 1937. New era dawned and elected persons took reigns of administration. They decided to make use of their power for the benefit of the country and the welfare of their society. They prepared plans for eradicating illiteracy along with the progress of general education. With a view to giving definite direction to the adult education, Government appointed a committee under the chairmanship of Dr. Cliford. According to the recommendations of the above mentioned committee 'Provincial Board for Adult Education' was established. This Board tried to solve various problems concerning 'Adult Education'. According to the recommendation a programme of spreading network of village reading rooms and libraries was accepted. This was very useful for maintaining the literacy of the neo-literates. It was also decided to pay Rs. 50 for the first year and thereafter Rs. 18 as grant-in-aid to the villages on condition that local people collect an equal amount for the same as donation.

Voluntary organisations were encouraged to start voluntary schools in villages, which had not got any local board school. Accordingly Rayat Shikshan Sanstha, Satara, Poona District Education Association, Poona started hundreds of voluntary schools in the Western hilly parts of Western Maharashtra which helped to spread education. The teachers from these voluntary schools also started Adult Education classes in those villages. Thus the progress was as follows :

Year	*Classes*	*Enrolment*	*Neo-literates*
1939-40	1085	53378	13208
1940-41	177	9783	2829

Due to Second World War amounts towards adult education programme were considerably reduced and also rates per adult made literate were also reduced. Hence progress of adult education was hampered to a great deal.

4. Social Education in Democracy

With barely 9 per cent literacy in the country and the staggering magnitude of the task of educating the vast illiterate population, the first popular ministry in the erstwhile State of Bombay appointed a committee to draw a plan to eradicate illiteracy in 1937. A provincial Board of Adult Education was also created in 1939 and it functioned till 1947.

The War soon intervened and not much headway could be made. With country's independence, adult education then changed to Social Education acquired an added significance for the new found democracy. It was imperative to educate its "Masters", and the second popular ministry addressed itself to the task with vigour and imagination. Three Regional Social Education Committees were constituted to cater for the three main linguistic regions, namely Marathi, Gujarati and Kannada. They were charged with the task of organising, equipping and supervising the social education classes. In addition they had to frame suitable syllabus and arrange for training of the workers. Their main job in addition to this routine of running the classes was to carry on the necessary propaganda for enlisting popular support. They also rendered advice to the Government in matters connected with their work.

Results not encouraging

What were known as 'compact areas' were formed for intensive work under the scheme. But it was soon realised that the achievement was not much to speak of. In one year only 14,017 adults passed the second test and the number of those passing the first test did not exceed 42,454. The main drawback in this scheme was that it worked more or less as an appendage of the Government department. The Regional Social Education Committees, however, were continued, but their achievements were far from being impressive as would be clear from the following figures for the three typical years :

Years	*No. of adults Passing I Test*	*No. of adults Passing II Test*
1951-52	42,785	8,417
1954-55	39,500	12,731
1957-58	24,925	6,816

Community Development and Social Education

In the meantime new ideas of social and economic progress had gained ground in the country which embarked on an all-embracing programme of development through Five Year Plans. In the pattern of the Community Development Programme social education figured prominently and every community development block had generally one male and one female Social Education Organiser to speed up the programme which was conceived essentially as a programme of educating the masses in the art of progressive living. Progress in the true sense was measured in terms of expenditure incurred on the Scheme, development of attitudes and urge to adopt new and better ways of living and to strive for it through continuous efforts. This led to the shedding of old habits, reactionary attitudes and complacency in the existing low or sub-standards of living. In other words, the Five Year Plans are designed to create that "Divine discontent" among our people which would lead them to a cleaner, healthier and richer life. But the pattern of social education continued to be the same that of old classes run by a social worker or a primary teacher and aided by Government on the basis of results in the literacy tests. It did not become a popular movement and the classes continued under the same old stress and difficulties.

Block Area for Mass Campaign

In 1958-59, the idea of mass literacy campaign was conceived and lauched in the block areas. Every block was to organise at least 40 classes comprising 25 illiterate adults, who were to be made literate within a period of two months. Special reading material consisting of strips, cards and folders were prepared and supplied. The social worker conducting the literacy class in block area was paid honorarium of Rs. 100 after two months without testing the adults. However in the non-block area the old system of testing the progress of literacy worker according to the fixed rates continued. Only 39,527 adults were made literate in the state during the year 1958-59.

As the results were far from satisfactory, the Government felt that regular worker paid on monthly basis and not depending on the number of adults in the literacy classes whose attendance varied considerably, would be a better arrangement. Hence in June 1960, a uniform pattern of Social Education, known as the Vidarbha pattern of Social Education centres replaced the old Social Education Grant-in-aid classes. Under this new pattern, the worker received a fixed salary of Rs. 10/- per month plus Rs. 5/- per month for contingency.

Towards the Gram Shikshan Mohim

It was in 1959' that the idea of taking the movement to the masses and making them adopt it as their own was first experimented in Satara district. The events and policies that we have described so far pointed to the need of creating the necessary atmosphere of oneness, unity and purpose in the village community. This need was felt by many workers but they could not hit upon the way on the means of meeting that need. Fortunately, it was the Education Inspector of a district in this State, namely. Satara who also like other workers in the field, had been probing for a solution and hit upon it through sheer perserverance and love for the masses. He felt that teachers should gather frequently, in order to discuss their work, exchange notes and have a few discussions or model lessons with a view to have a few inspiring ideas to take back to their work. He, therefore, instituted the practice of calling teachers in group 'shibirs' in different villages in the group area. Every month teachers in a particular group would meet in a shibir for 1½ days and the occasion immediately galvanised the village people, who under the leadership of local teachers made all arrangements to receive their guests who with their officers and educationists and other prominent people from the surrounding villages, organised exhibitions and held discussions on the topics which were of great importance in the day-to-day teaching of the class room. It is important to bear in mind that these shibirs were organised on practically 'no cost to

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Government' basis as the teachers brought their own food and were provided with free accommodation and lodging by the hosts.

The exhibition of teaching aids and craft products and manuscript magazines at these monthly shibirs naturally created a spirit of healthy competition. Since the teachers had voluntarily come, their participation in the discussions were both spontaneous and intense. Officers and other leaders who also joined the shibir added to the keenness of the teachers who were naturally led to take interest in the general awakening of the community; and in particular in the village in which they had assembled. After dinner, the officers and teachers paid visits to literacy classes that were run in the village or neighbouring village. If the hosting village did not have any literacy class then naturally local teachers and social education workers were encouraged to start such a class. The villagers were also encouraged to join such a class.

At these shibirs, teachers, officers and other workers invariably discussed the problems of attendance at the local schools, particularly the attendance of girls, the provision of land for introducing agriculture as a craft in the school, construction of additional classrooms, equipment for games, construction of approach roads, use of improved seeds and progressive methods of cultivation. In other words, the prospect of a good life was generally and enthusiastically delineated for them and many felt encouraged and some inspired to achieve at least some part of this goal. The very organisation of the shibir was a heartening event for the villagers. So many teachers from the surrounding area came to the village with a view to do, not mere talk, but some real work. For, during their stay in the village these teachers who had gathered for improving their professional competence, they became propagaters of this commitment to improve rural life. They got up early in the morning and marched through the narrow lanes and roads of the village singing rousing and patriotic songs. They cleaned roads, wells and even gutters to ensure better drainage and sanitation. They held mass demonstration in Physical Education which impressed the village people; they took their morning meals in common with the village folks and mixed freely with them. This atmosphere was so infectious that neighbouring villages too were enthused to invite the next shibir to their own place.

It was soon realised that the organisation of such shibirs and other social functions in the village needed a corps of social workers, and therefore, this Education Inspector, Shri B. R. Patil, organised talukawise Scout Master courses both for men and women teachers. These young stars and enthusiastic teachers who were given intensive training in Scouting raised Scout Troops and Guide Companies in their schools and it was these Guides and Scouts who helped to organise the shibirs and the Gram Shikshan Mohim. It is, therefore, important to bear in mind that the movement of Scouting proved a natural hand made and ally of the social education movement, because the primary aim of both the movements is to create and foster a spirit of social service among our young folk. It is the creation of this spirit and this atmosphere that leads to success both in social education and general development. It cannot be vice versa, that is to say, you cannot first impart education and then create the spirit of social service. The spirit must always precede.

Having created the necessary atmosphere of goodwill in the villages of the district, the Education Inspector turned his attention to intensification of the literacy drive. In 1958-59 wall posters and appeals were printed and sent to the various villages in the district. The importance of the literacy programme was explained to the sub-inspecting officers and they were urged to take a special interest in this programme. Special charts and booklets for use in the literacy classes were prepared. Propaganda meetings at the centrally situated places in different talukas of the district were organised. Efforts were made to secure the co-operation of all officers and local village leaders in order to create and maintain enthusiasm for the literacy programme. Teachers and social workers were persuaded to start literacy classes. But it is important to note that all this may be done and yet movement may languish unless there is a constant driving force behind it. It is the spirit and the desire that was the driving force in the movement in the district of Satara. The Education Inspector continually and constantly worked towards the uplift of the masses, by exhortations to the workers, by encouragement of the adults, and by frequent visits to the classes. It was a passion for him to visit and encourage good workers, to solve their difficulties and to remove obstacles in the path. The enthusiasm caught on and even women who were accustomed to Purdah, began to shed their reserve and take greater and continuous interest in the literacy work. In the previous years, the figure of neo-literates in the district did not exceed 3,000 per year. But in 1958-59, it jumped to 10,000 and in 1959-60, it reached 21,000. Out of the latter figure, 11,000 were women and two villages had achieved cent per cent literacy. This success was primarily due to the change in approach to the problem and the method of direct appeal to the people to solve it.

The experience of the working of this literacy campaign during the two years of 1958-60 showed that the movement did succeed in eradicating false notions, dogmatic ideas, reactionary attitudes such as untouchability or the Purdah system 'and unsocial and permicious habits such as those of drinking and gambling. It was also found that the movement helped indirectly to increase attendance of school going children, it led also to greater social awakening and cleanliness among villagers. It certainly made them progressive in their outlook, and it altogether created a more congenial and receptive attitude in the entire village. An appeal was therefore made in April 1960 to all the villagers to—

1. Prepare villagewise list of illiterate adults by taking an actual census from house to house;
2. Select social education workers for conducting the literacy classes that may be organised in the village;
3. Allot a specific number of illiterate adults to each social education worker;
4. Form and establish social education committees for every lane or mohalla in the village;
5. See that the members of these committees in the mohallas and lanes supervise the classes and make the adults attend regularly.
6. Ensure that the Village Panchayat supplies kerosene for lighting arrangements for the classes;
7. Organise competitions in the different classes in mohallas and lanes in respect of reading, writing, arithmetic and general knowledge;
8. Open library-cum-reading room in each village for the neo-literates;
9. Start home classes for adult women with the help of boys and girls studying in the upper primary classes;
10. Encourage pupils of secondary school in the village to start and teach in literacy classes.

All the villages were informed that the social education worker would earn grant at the usual rate of Rs. 4/- per adult passing the literacy test.

In other words the villagers were made aware of the need for a mass campaign to wipe out illiteracy from all the villages in the district. The auspicious day of Shiv Jayanti was chosen to start the campaign. An official letter of intimation was sent by the Collector to all the Village Panchayats in the district.

Wall posters and other propaganda material followed. The response of the people to this appeal was most heartening. The enthusiasm of the villagers was so great that most of them took a pledge to achieve cent per cent literacy. At propaganda meetings held in the villages, the teachers, social workers and villagers came forward to run the classes and to give full support to the movement. Social workers donated their earnings, namely, grant at Rs. 4 per adult made literate to the village development work. Panchayats and other benefactors helped with the materials needed for running the classes. Education committees consisting of the Sarpanch, the Patil, the Talathi and the Chairman of the Co-operative Society and a leading woman and the headmaster of the local school were established in practically all the villages and these committees carried out all the work that the villages were asked previously to do, namely, preparing the list of illiterate adults, earmarking social education workers for the different classes, making arrangements for accommodation, lighting, equipment, attendance etc. etc., To encourage the villagers, officers of all the departments took interest in their work by paying frequent visits.

After about two months the adults could read fluently, write simple sentences and do sums. They had a fair amount of general knowledge and then it was women who suggested that a general meeting should be held with an eminent guest as the President. They could organise chorus singing and some speeches by the neo-literates and the President, namely, the eminent educationist, or the public worker could give them some advice and further encouragement. This suggestion was implemented and it was a great success. Then the Education Inspector made the suggestion that a village achieving cent per cent literacy should be honoured by holding the "Gram Gaurav" Ceremony. This idea was liked by all and it was enthusiastically taken up. Since a very important person was to preside at the Gram Gaurav Ceremony, the District Education Inspector stipulated that they should construct approach road to the village; repair and clean the streets in the village, whitewash all the houses and decorate them and arrange their house-hold things namely, utensils, vessels, earthen pots, etc., in a clean and orderly fashion. He also insisted on their writing the names of articles or commodities contained in the earthen pots to show that they made actual use of their literacy. Lastly, he insisted that women should share the main responsibility in the organisation of this function.

So great was the enthusiasm of the people that they spontaneously and willingly undertook to do all this work. The whole village was like a school preparing for its main prize distribution function. This transformed the whole aspect and the mental outlook of the village. The enthusiasm of the people, their joy on the day of the Gram Gaurav knew no bounds. The chief guest was taken in a grand procession to a big mandap where a good crowd had gathered to witness the achievement of attaining literacy. The proceedings of the meeting were simple. After the recital of the prayer and the songs, it was most heartening to see middle-aged and old ladies coming up to the mike one after another and speak boldly on such topics as education, child-care, family planning, progressive methods of farming, etc., Although there were set speeches and some of the speakers faltered and even faded out, the spectacle was most encouraging as centuries of ignorance and repression were being wiped out.

After the delivery of these speeches individual adults were publicly tested in their knowledge of reading, writing and arithmetic. This was to convince everybody that the attainment is genuine. After this testing, the solemn ceremony of lighting the lamps, a symbolic activity to express the dawn of enlightenment, took place. First the chief guest, then the Inspecting Officer and then the headmaster of the school lit their lamps. And all the neo-literates stood up and took the following oath :

> "In the name of the village deity we solemnly swear that we shall keep up literacy, send our children to school regularly and give them adequate education, increase our agricultural produce, maintain the unity of the village and achieve an all-round development".

With the chief guest's address and the customary thanks giving and the National Anthem, the Gram Gaurav came to an end. But all the villagers in the surrounding villages and through them the whole district learnt of the new need and new technique of celebrating the attainment of literacy. That is why in Satara, the movement became a mass movement. When the other districts began to speak about it, they talked of the Satara experiment. It is immaterial how you call it, the Gram Shikshan Movement or the 'Mohim'. By whatever name you call it, the idea is simple. It is to take the movement to the villagers and ask them to solve their problems. This cannot be done without looking upon the village as a big joint family and asking this joint family to use its own resources for tackling this big task and achieving complete and universal literacy. This is radically different from asking individuals, social education workers and teachers to support literacy classes in order to help a few illiterates with reading and writing and to earn the grant that accompanies. The change in approach involves faith in the people who, although they may be uneducated and illiterate, have enough common sense and wordly wisdom and traditional love of learning to realise that illiteracy or ignorance is a shameful blot and a stigma, and, therefore, it calls forth the best of the efforts to remove it. In other words, there is need to realise that people have faith in learning and in knowledge. This is the main and ambitious lesson of the Gram Shikshan Mohim.

The Gram Shikshan Mohim was inaugurated by Shri Morarji Desai, Minister of Finance, Government of India under the Presidentship of Shri Y.B. Chavan, the then Chief Minister of Maharashtra. The ceremony took place at Kavathe, a progressive village in the district, on 1st November, 1960. The Collector, the District Project Officer, the Village Panchayat Officer, the Secretary of the District Development Board and the officers of the Education Department took a special interest in the campaign. It was this co-operation of all the departments which went a long way in the success of the movement. The enthusiasm of the people was so great that very often they solved their own problems and improved methods and techniques of farming. For example, in one village where teachers were not co-operative, the villagers decided unanimously to make their village literate without the help of the teachers. The postman and the policemen also helped. A postman was heard saying that he would not agree to deliver money orders if the recipient did not sign his name instead of putting the usual thumb impression. The policeman seemed to question the villagers on the "crime" of illiteracy. It was observed, that even headmasters of secondary schools were conducting literacy classes. At one place, literacy classes ran in the night as late as 1 O'clock in the morning. The most encouraging thing was the attitude of the shy Purdah Women. They developed boldness and gradually became effective social-citizens. Some indigenous devices were used to circumvent shortage of equipment; walls were used as black boards, and wooden seats and charcoals as slates and pencils.

It is most important to note here that this was being done without any help from Government. This only goes to show that when the right approach is made people can rise to the occasion. In this movement villagers not only tried to wipe out illiteracy but they also constructed approach roads, built channels for water, and small irrigation dams and other useful constructive work. The awakening created by the movement improved attendance in the schools, led to the opening of many secondary schools and evoked donations in land and material. The Village Education Committees received a small amount from the Village Panchayat, it raised donations from the local people to purchase slates, charts, booklets that were supplied to them by the District Education authorities. For the follow-up programme, the district published a fortnightly 'Dnyan Ganga'. In it, articles were written in a very simple language using the vocabulary of the neoliterates. The type was large. This fortnightly was inaugurated by the late Dr. Rajendra Prasad, the then President of India, when he visited Satara in December 1960. 10,000 copies were printed every fortnight and about 10 copies were sent to each Village Panchayat for circulation among the neoliterates in the literacy classes. The State Minister for Education, the Deputy Minister for Education and other Ministers and the Director of Education saw the working of the Mohim and were much impressed by the achievement. They participated in the Gram Gaurav ceremonies and encouraged the efforts of the people. Since the villages were not allowed to organise Gram Gaurav, unless in addition to the attainment of cent per cent literacy, they had achieved complete cleanliness of its streets, wells, buildings, etc., the movement led to create interest and pride in the village sanitation. It gave a fillip to such activities as village library and reading room, wall newspapers, farmers' clubs, radio farm forums, co-operative societies, mahila mandals, youth clubs etc.

5. SOCIAL EDUCATION AND THE VILLAGE COMMUNITY

The previous history of the social education movements in this State clearly points out the fact that we have been trying to make the illiterate adults literate without rousing the general conscience of the community. Stray classes were organised by individual social workers in order to impart literacy and general education to the few illiterates who could be mustered in these classes. Teachers and social workers usually appealed to individual illiterates and persuaded them to join these classes. Undoubtedly, most of them inspired by noble motives and very often there was some idealism and a desire to render genuine social service. However, most of the teachers and workers did expect some remuneration. An average class of 25-30 adults would enable them to earn 100-150 rupees in a period of 4 months. The adults who were persuaded to join the classes generally realised the need for literacy in modern life and they were genuinely interested in getting some benefit in these classes. They were supplied with new books and slates and usually all these classes began with a good deal of enthusiasm. But it is regrettable to note that in a large number of cases this enthusiasm could not be maintained. And the reasons are obvious.

The main reason is the lack of appeal to the community. While a few illiterate adults joined the classes, by far the larger number of them remained outside. If they were not positively hostile to these classes, they were at best indifferent or apathetic. This atmosphere of general apathy militated against the success of the classes. Even when private affairs, domestic worries, social engagements did not come in the way, most of the students of the literacy classes were affected by this general apathy and would very often tend to follow the example of the non-attendant adults. Secondly, in course of time, they discovered that the teacher was interested in the remuneration that would accrue to him on their becoming literate. Some of the dishonest workers and others who had very little of enthusiasm or idealism for the generation of the masses would further corroborate the adults' cynicism about these classes. Some cases of bogus registers and false attendance were discovered and these undoubtedly added to the cynicism noted above. The sincere social education worker, however, perserved and increased his persuasive efforts. But their frequent visits to the homes of the adult students began gradually to irritate them and these efforts of persuasion developed into nagging. Hence, even the sincere workers began to lose their ground and were very much discouraged by the general apathy of the masses and the community around. After completing the course for the class that was opened, a sincere worker would feel so much depressed that he would not dare to open another class nor advise any other worker to do so. In spite of this, there was a small number of honest workers who conducted the classes regularly and worked with missionary zeal in order to educate the masses. But these noble souls were few and far between. The majority of the workers, either pretended to run the classes or maintained manipulated bogus accounts and registers claiming false amounts of grants. This rightly disgusted the village leaders who therefore criticised and condemned the literacy movement itself.

The survey we have made of the social education movements upto the year 1961, clearly underlines this lesson that stray and isolated literacy classes cannot contribute effectively in the eradication of illiteracy from the masses. Such a system of classes run by individual workers without the general and conscientious support of the community is doomed to fail. These classes run in isolation do not create the neeessary congenial atmosphere in the village which alone can face the opposition of the majority of illiterate adults who do not attend the literacy classes. Without the support of the people and their leaders and the officers in the village the social workers would be fighting a losing battle all the time. Apart from the necessary help in organising these classes by way of supplying to them the necessary equipment, regular attendance cannot be maintained without the general support of the people. Secondly, the follow-up work which is as important, if not more than the attainment of literacy, cannot be undertaken without people's support. Without an effective follow-up programme the neo-literates quickly relapse into illiteracy, and the efforts and time and money expended on the attainment of literacy become a waste.

Therefore, the central problem of social education is to rouse the conscience of the village community. Every one in the village must realise that illiteracy is a shameful blot and a disgrace to the community. Speaking nationally, the census of

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1981 reveals that our percentage of literacy is as low as 36.2. It is obvious that the future of the biggest experiment in democracy and the success of all our development scheme cannot be guaranteed against such overwhelming odds of ignorance and illiteracy. There are more than 437 million illiterates in our country. It is education alone that moulds the character of a man, broadens his outlook and deepens his understanding and adds to his efficiency. It is clear therefore that education is the basic factor of all progress and without a programme of mass education with an emphasis on adult literacy no real progress can be made.

The Planning Commission has now admitted that the problem of adult literacy has not been given sufficient attention so far. Its neglect has seriously affected all development efforts in the country.

The Russian Experience

Here an illustration from Russia can enlighten us a good deal. Ignorance and illiteracy, lack of civic rights and desperate poverty were the lot of the masses in the Tsarist Russia. Tsarist Government with their landlords and capitalists considered literacy of the working masses as a mortal danger to their own privilege. And they did everything to keep the ordinary folk as far down as possible. But the question of eliminating illiteracy was given top priority after the revolution. "Politics is beyond the scope of an illiterate person". Lanin said, "he must first be taught the alphabets".

A special Department to take care of adult education was set up and Mrs. N.K. Krupskaya, wife of V.I. Lenin, was placed in charge of that Department.

Lenin signed the Decree on the Elimination of Illiteracy on 26th December 1919. The State made it incumbent upon the entire illiterate population within the age group of 8-50 to learn to read and write in their own or in the Russian language. Government permitted the use of public and privately owned houses, churches, clubs, suitable places of factories, mills and offices for these literacy classes.

The Decree laid down that all the working people organisations—Party Cells, Trade Unions, the Young Communist League, Women's Committees, etc., should be enlisted in the struggle against illiteracy. All those who had not been drafted into the Armed Forces were conscripted to teach the illiterate.

The Decree authorised appropriate organisations to take strict measures even going as far as instituting criminal proceedings against those attempting to prevent illiterate people from attending school.

The Decree was circulated throughout the country and was popularised by poets, novelists and artists. "Down with illiteracy", "illiteracy helps the counter revolution", "Literacy is the sword that will defeat the dark forces", could be seen everywhere even on houses, walls and pavements. "Work in whatever the conditions may be, teach the people to read and write at any cost"—such were the slogans for the liquidation of illiteracy in these areas.

Newspapers published articles and advice, featured special "literacy columns" and put out supplements for students.

A mass volunteer organisation called the "Down with Illiteracy Society" was established in 1923. Kalinin who was specially keen on wiping out illiteracy, was the Society's permanent Chairman. The branches of this society sprang up very fast in town and countryside. They were founded by the Communist Party, Young Communist League and Trade Union Organisations, Political Institutions, Provincial and District Executive Committees and other intellectuals, notably teachers and students played an active part in the movement.

In the beginning, the passing of Standard IV was considered adequate for attaining literacy. But now that standard is raised to the passing of VIII Class. Evening schools are attached to collective farms and industrial areas and everyone takes advantage of these schools. Arrangements to give instruction to the adults through correspodence are also made. Hence, persons living away from the educational institutions also continue to study.

Working people are allowed two hours off a day without any reduction in wages for undertaking advanced studies. They get up-to-date knowledge of the machines and methods of production alongwith general information. Education has enabled Russia to make tremendous progress in almost all fields. Lenin's saying that knowledge was power has already been realised through actual practice.

Shri Chagla has said that we should follow the example of the U.S.S.R. in respect of education. We must, however, adopt different methods as we have accepted the principles of democracy and decentralisation. Since Independence, we are trying to bring about all-round progress in our country. We have introduced adult franchise and if sound democracy is to flourish it is necessary that every adult be educated.

Community Development Block

With a view to bringing about all sided development of the country, Community Development Blocks were started and they have now come to stay. Practically the entire country is covered by them and large sums and materials are provided for purposes of development. The Balwantrai Mehta Report recommended that all development in a Block area should be entrusted to representative institutions capable of evoking local interest and initiative and the Block staff should be placed at the disposal of the institutions Accordingly, the Maharashtra Zilla Parishad Act of 1962, enabled the State to install local Self-Government institutions at three levels. The Gram Panchayats, Panchayaat Samitis and the Zilla Parishads have come into being with the main purpose of placing power and initiative in the hands of local representatives of people so that they could evoke local interest and community support for the different development programmes. The success of this experiment in Democratic Decentralisation is of vital importance for the future development of the country.

Under this programme, Gram Panchayats and Panchayat Samitis were enabled to draw up plans for their respective area and execute them through functional committees. The Zilla Parishad exercises general supervision over the Panchayat Samitis and the Village Panchayats makes funds and technical and administrative guidance available to them. Since the best results are always achieved by close and willing co-operation between the staff and the people's representatives a healthy tradition of joint and co-operative effort on the part of official and non-official agencies is already growing up. Already there are signs that the Democratic Decentralisation has to a considerable extent created a sense of community feeling in the villages. Village communities are regaining a spirit of self-respect and self-reliance which is of vital importance in executing any plan of development. It is this spirit that will enable the village communities to raise their own resources through their own efforts. The development of community-consciousness and community-living becomes possible and marked in small communities. When a small village community is roused to joint and co-operative effort then sanitation, water-supply, schooling, reading rooms and library facilities and first-aid are naturally taken care of by the people themselves. Although Gram Panchayats with their sub-committees may be formally installed such a community fore-gathers frequently to decide general issues that arise in the provision of the facilities and services mentioned above. Schemes and measures to implement them are discussed generally and unanimous decisions create the necessary atmosphere for their successful implementation. There is the usual heat and enthusiasm, honest difference of opinion as well as a healthy spirit of compromise of give and take. It is the creation of this atmosphere and this feeling of community life in the village that, experience proves, is the precursor of success of not only all plans and schemes made thereunder but also the major plan or scheme of social education. In fact from this point of view, social education is the basic pre-condition for the success of all schemes of development as it tries to create the spirit of unity and oneness in the village, which as pointed above, is essential to generate thinking and action for purpose of development.

It is this realisation of the need to foster the spirit of oneness and unity in the village and to awaken it to take joint action for development that has led to the Gam Shikshan Mohim.

CHAPTER 5

THE GRAM SHIKSHAN MOHIM

The Organisation of the Mohim

The organisation of the Mohim is simple. As has already been stated previously, we approach the Village and ask the people to gauge their keenness. The Village Panchayat should institute the Committee and invest it with necessary functions. Normally, it should consist of 10 to 15 leading persons of the Village, including the Patil, the Talathi, the Chairman of the Cooperative Society, the President of Farmers Unions, a representative of women and the Headmaster of the local School. The Sarpanch of The Village Panchayat should work as the President and the Headmaster its Secretary. A special effort should be made to include a person or even an institution if there is one to ensure their active assistance in promoting social education.

2. As already stated previously the main work of preparing lists of illiterate adults in the age group of 14 to 50 by actual counting and identifying them is of fundamental importance.

Also a list of educated social workers, which includes teachers, pupils of upper classes and other educated persons is necessary.

Then it is necessary to organise preliminary training for those who will teach in these classes.

3. After this training suitable groups and classes should be formed and work assignment made.

4. The Village Executive Committee's main task is to see that the classes can be held in reasonable comfort.

Equipment is an important item. Black Boards, Charts and slates should be collected from local schools and school going children. Collecting funds from cooperative societies and the general benevolent public should bo done in order to buy the necessary equipment. If funds run short or the equipment is not available then the committee must improvise as has been mentioned before. However, every effort should be made to provide equipment.

5. Literacy classes should be run for a period of three to four months. The Campaign should set a definite date time by which the village would attain cent percent literacy. The syllabus must emphasise reading and writing of simple sentences. But how to write takes time and practice. This will follow once the art of reading succeeds. Thus ability to read simple sentences on different topics such as crops, the village, a house etc. becomes important. The adult must also learn to count, read and write numbers upto 100. Simple arithmetic for the daily transactions should also be taught.

6. There is also an emphasis on general knowledge which includes information about health, hygiene and sanitation and this is accompanied by insistence on habits of cleanliness of the individual, his home, utensils, clothes, bathrooms, urinals, latrins and his courtyard. Problems of agriculture, cooperation, organisation of Village Panchayat and child welfare are dealt with in so far as they impinge on his personal life. In all these general discussions, the idea of increasing the productivity of agricultural farms is uppermost and from this point of view new methods of cultivation, use of new implements, good use of manures and insecticides etc. are dealt with at some length. The idea therefore, is to combine literacy with good purposeful living, so required in these days of planned development.

7. After forming the Committee and drawing up of the lists etc. is completed the village applies to the Block Development Officer for the registration of the classes participating in the Gram Shikshan Mohim with a copy endorsed to the Parishad Officer so that the officers of the Education Department and other social workers may pay visits to these classes and guide their activities. It is expected that literacy classes should be ready for examination with a period of three to four months. The Headmaster and his assistants have to test the adults in reading, writing, arithmetic and general knowledge. In addition the committee should ensure that the adults participating are also doing some good community work. The results of the tests is then sent to the Inspecting Officer for his visits and some sample checking.

8. The ground is then prepared for the celebration of the attainment of cent percent literacy by the village through what has been described previously. The "Gram Gaurav Samarambha" the conditions for holding this celebration are as follows :

i) All adults within the age group 14-50 who were listed as illiterate are tested and found to be literate.

ii) All the streets in the village are repaired and the sanitation in the village is attended to.

iii) Approach roads, soakpits, houses and cattle sheds are well maintained.

iv) Proper arrangements for drinking water for the whole village are made. Wells, tanks and their surroundings, temples, public places, community centres etc. etc. are maintained in a neat, clean and tidy condition.

v) The whole village presents a clean and neat outlook.

vi) The neo-literates themselves shoulder the responsibility of organising this function.

The Gram Gaurav Samarambha is not the end-all. A follow up programme is necessary, if the pledge that has been taken is to have any meaning and substance. The villagers must necessarily undertake the following activities :—

i) A library-cum reading room is absolutely necessary if neoliterates have to keep up their recently acquired interest in reading and writing.

ii) An active Mahila Mandal should be formed if the ladies, who have joined the ranks of the neoliterates are to keep up their reading and knowledge. Various cultural programmes can be organised. Meetings, discussions and small talks can be arranged.

iii) Youth clubs should be formed.

iv) In order to emphasise village unity, a day should be set aside for definite community programme for the improvement and betterment of the village. On this day, a meeting of the Gram Sabha may be convened and plans for such community programme can be chalked out.

v) Village news boards should be maintained by the teachers. They should carry latest news items of interest and good thoughts. So that reading the news boards inculcate among the community general awareness and healthy thinking.

vi) Occasional competitions in reading, writing and speeches can be organised with advantage.

vii) Organising farmers' clubs can be very beneficial in promoting social attitudes and agricultural efficiency.

viii) Radio farm forum should be utilised for this purpose so that new vocations like Kitchen-gardening, cane work, rope work, bamboo work, poultry etc., can be taken up.

ix) Sports and games should be organised for children.

x) There should be sustained propaganda to encourage farmers to participate in cooperative movement.

9. Charts and booklets as well as follow up literature specially prepared for maintaining literacy of the neoliterates are intended to be supplied free of cost by Government. If the village Panchayat opens a library cum reading room, the grant in aid rules of the Education Department enable this reading room to earn a recurring maintenance grant.

10. As stated earlier the Chief Executive Officers of the Zila Parishads and the Block Development Officers should constantly review the working of the Mohim in their districts and in the blocks. New ideas and avenues should be explored so that the movement keep up its tempo, for example, it should be possible to award prizes and certificates and even shields to the best villages. Similarly, individual social education workers could be honoured for good work.

7. Literacy Campaign in Satara District

After seven years of service in the well-known training college in Poona and another seven years as Principal of the leading basic training centre at Loni-Kalbhor, Shri B.R. Patil was transferred in the inspecting line as Deputy Education Inspector, Administrative Officer and Education Inspector in Poona and Satara Districts.

When Government decided to convert the working of ordinary primary schools into the pattern of Basic Schools, Shri B.R. Patil helped the local education authorities and teachers in the conversion, particularly by encouraging them to hold monthly group meetings of teachers which were known as "Shikshak Sammelan" for 3 to 4 hours and gradually convert it into "Rotating Shibir" of 1½ days which became very popular afterwards. And

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1. Start the working of Primary school with cleanliness (safai), mass prayer and daily news.
2. To introduce community life in each class and school as a whole on democratic principles.
3. To organise cultural programmes classwise and schoolwise.
4. To stage recreational programmes based on constructive activities.
5. To invite leading villagers to see the cultural and recreational programmes of the school.
6. To demonstrate recreational programmes for the villagers.
7. To establish close contact of the school community with the Village Community and vice versa.

Thus the process of bringing about development of the village through the School and to improve the condition of the School started slowly and steadily in the whole of the district.

The teachers attended the monthly shibirs with the tiffin for the night and ration for the next day. Teachers, villagers and pupils of local school received the teachers coming from neighbouring villages, made arrangements for their stay, meeting and recreation, organised a model lesson on the topic, best suited to the teachers and villagers attending the programme. After observing the lesson, the teachers, villagers and pupils understood the content of the theme, some teachers pointed out lacuna and offered suggestions for improvement. Then there was free and frank discussion on the subject previously chosen and then there was break.

In the evening the teachers used to visit the exhibition and the important places in that village and the locality. After evening meals the officers and teachers used to pay visits to literacy classes if any and then attend the recreational programme where men, women and children gather together in large number. Before the close of the programme the District Education Inspector used to address the gathering. First he used to point out good points observed during the day and praise the villagers and teachers for doing such a good work. Then he used to point out the difficulties of the teachers and the school proper and request the villagers to help them. Then he used to put forth problems like construction of school building, securing land for introducing agriculture as a craft in the school, school improvement programme, scouting and uniform for the boys and girls or eradication of illiteracy from the village and such others. On hearing the talk of the Inspector, the villagers also could respond favourably and solve the difficulties and problems in their own way. Then a programme of Prabhat Feri, Safai of the village, construction of road or repairing work would be declared and after the last item the programme used to come to an end.

Early in the morning on the next day, teachers and students moved through all the lanes singing chorus songs in rhythm and giving slogans on and often and thus rousing the attention of all the men and women in the village. Then Gram Safai was undertaken and finally constructive programme was executed. After bath, all the teachers and officers came together and discussed on various problems of education. In the meantime, arrangements for cooking for the noon meal were made with the help of the villagers. Sometimes, villagers themselves offered noon meals to the teachers and the guests.

This shibir was kept moving in all the ten villages, of the group of the central school, which helped to create a very healthy atmosphere in the educational field and to introduce new schemes.

He also organised Dirtrict level Shibir for primary teachers at Alandi for five days on self reliant basis. About

3,000 teachers gathered together and managed the whole show; by selecting some inspecting officers and teachers for shouldering the responsibility of various departments such as Organisation, Reception, Recreation, Seating arrangements, Safai and Shramadan, Exhibition, Cooking and Serving, Volunteering, Publicity, water arrangements, transportation, etc.,

Daily activities of the Shibir started with flag hoisting at 6.30 A.M., prayer and giving details of Day's programme.

7.00 to 8.30	Physical Education and Shramdan
8.45 to 11.00	Talks on various subjects
11.00 to 12.00	Teaching of National Songs and Chorus songs
12.00 to 2.30	Meals and rest
20.30 to 3.00	Meeting of the executive committee
30.00 to 6.00	Talks on various subjects
6.00 to 7.00	Teaching of National Anthem and chorus songs
7.00 to 900	Meals and rest
9.00 to 10.30	Recreational Programme.

Teachers could hear talks on various subjects given by 30 persons including educationists, MLAs, M.P.s and social workers. They could learn National Anthem, National and chorus songs in proper perspective.

They could construct a road of 2 kms through Shramdan. They could get information about the Government rules and regulations, Democracy, Constitution of India, Social Education, Community Development Programme, Five Year Plans, improved methods of farming and scouting in addition to the curricular subjects from the authoritative persons actually working in various fields.

Then he undertook the work of improving the standard of education. He organised a Shibir for selected primary teachers for 10 days under the guidance of the then Principal of the Training College, Shri S.R. Tavade and a batch of the top most teachers from the Practising Schools at Pune and Dhule. After reorientation of these selected teachers, Talukawise Shibirs for reorientation of teachers teaching Std. I were held and enrolment, attendance and general standard of Std. I through play way teaching methods. Beat, Talukas and districtwise competitions for teaching Std. I were held and the three topmost teachers were awarded prizes.

Similarly, attempts were made to improve the standard of Class IV, Class VII and the school as a whole.

For reviving the scout movement in the district he himself got the permission from the Department and accepted the responsibility of District Scout Commissioner after getting the warrant from the State Scout Headquarters. He opened Talukawise organisation for scouting, prepared literature for the movement, organised training for officers of the education department, selected teachers and raised scout troops. He also organised self reliant scout rallies at Beat, Taluka and district level.

The total number of Scout and Guide troops in Satara District was 340 and the number of scouts and guides was 7768.

The Education Inspector of Satara District thought that unless the illiterate men and women in the district are made literate the question of wastage and stagnation in primary classes would not be solved satisfactorily. So, in the monthly meeting of the Inspecting Officers he urged them to take interest in adult literacy. He declared to keep Talukawise Silver Shields for the villages which turn out maximum number of illiterate adults literate during the year, a prize of Rs. 10 to an adult literacy worker who makes more than 50 illeterate adults literate during the year, three prizes of Rs. 51, 25 and 10 to the first three adult literacy workers who make maximum number of illiterate adults literate in the district and a rotating Silver Cup to the inspecting Officers who makes maximum number of illiterate adults literate in his beat. In 1956-57 Shri K.G. Sudhal, in 1957-58, Shri D.Y. Bhandarkar and in 1958-59, Shri S.T. Deshpande won the Silver Cup. The movement of adult literacy got the momentum and Satara District stood first in the whole State.

The work of spread of literacy in the community development blocks was not satisfactory, so, the blocks received instructions from the higher authorities to make at least 1,000 illiterate adults literate per block during the year. So, special type of literature consisting of cards, strips and booklets were got printed and the scheme of mass literacy approach was declared by the Blocks. They also declared to pay Rs. 100 to the adult literacy worker who would conduct a literacy class of 25 adults for two months. Each block decided to start such 40 classes and turn out 1,000 illiterate adults literate without testing the adults at the end of the course.

The idea of giving out Rs. 100 to the literacy worker and declaring all the illiterate adults literate after two months course without undergoing a literacy test was not liked by the education officer.

He decided to concentrate more on adult literacy programme. In consultation with the inspecting officers he decided to divide the whole district into 40 suitable units and chose the Central place for each unit. He then chalked out a programme for propaganda meetings. He prepared a detailed circular, got it printed and sent it to each and every school. He along with the Senior Officers resolved to address four meetings daily at the exact time mentioned in the programme. He also declared the prize scheme for the purpose. He divided all the villages into three groups, 1) villages having population upto 500, 2) villages having population between 501 to 1,000 and 3) villages having population of 1,001 and above. He announced to give Certificates to villages from each of the above groups which makes 30 to 50% illiterate adults literate. A framed photo of Mahatma Gandhi and Jawaharlal Nehru to the villages which make 51 to 75% illiterate persons literate and a special shield to the villages which make more than 75% persons literate during the year.

At each central place, social workers, teachers and leading villagers from the group of villages of the centre attended the meeting in large number, the education inspector and the Senior Officers of the district reached the meeting place in time and addressed the people in a very effective manner. He gave examples of Chhatrapati Shivaji Maharaj, who with the help of Mavalas, fought against the mighty enemy and won the battle and established Swaraj. We became independent in 1947 but we are not able to make progress, bring out development of the villages and march ahead like U.S.S.R., Japan or Germany because of illiteracy and poverty. We are not making satisfactory progress in the case of elementary education. There is stagnation and wastage on a large scale. Parents are not sending their children to school regularly. They do not understand the importance of education and villages are not making rapid progress though the Five Year Plans have been started. Unless parents especially mothers are literate, it is not possible to make progress of the families in the village. Unless you light a lamp in the house at night, it is not possible for you to see the different articles lying in the house. Unless you learn to read and write you will not be in a position to locate the S.T. bus going to a definite place, if you cannot read the bulletins, newspapers, then you cannot know as to what is happening in the surrounding and the distant places. You cannot know how to increase the field production by using high yielding varieties of seeds, chemical manures and pesticides. The village leaders should take a lead and see that they win various prizes declared by the

Department, start literacy classes on the auspicious day of Shivajayanti and make progress.

The Officers made journey by train, S.T. buses, bicycles, even on foot, crossed the rivers and reached the meeting place in time.

After completing the address of the 40 meetings and seeing the response from the villagers, the District Development Board was approached for funds for printing charts, booklets, pamphlets and giving instruction to the village Panchayats for taking initiative in starting literacy classes in the village.

All the Senior Officers were requested to visit village literacy classes wherever they halted during night time. Education Officer took special review of the adult literacy work in the monthly meetings of Inspecting Officers and requested them to give special attention to this work.

Some of the teachers from Karad Taluka did not enjoy their summer vacation instead stayed at Service village and persuaded illiterate men and women to join literacy classes. Some teachers started literacy classes for women coming from high families and taught them Bhajans and chorus songs specially prepared for literacy movement. Some teachers wrote lessons on the conspicuous wall of the literacy class. Whenever adults found spare time they used to assemble in the class and read the lessons written on the wall. The Head Mistress of girls' school at Umbraj started good many literacy classes for women with the help of her assistants.

Social workers coming from Harijan and Buddha Community were found to be very enthusiastic. They persuaded men and women of their community to join literacy classes. These adults attended the literacy classes regularly and learnt their lessons carefully. They could sing Bhajans and Chorus songs in good rhythm and impress the visitors, who came to see these classes.

Farmers who ploughed their fields attended literacy class during their recess. Due to the devoted efforts of one inspecting officer the teachers and the leading villagers decided to make their village literate. Literacy classes were run in the school, temples, open varandas and big houses of the village.

District and state level officers paid visits to some villages, saw the working of the literacy classes, encouraged the adults attending the classes to continue their efforts and make further progress, they also praised the work of leaders and encouraged them all to continue the work in the same spirit.

Even ladies of the Muslim families in Dhawadwadi joined the literacy classes and made very good progress in reading and writing. After seeing these classes the Education Inspector praised all women attending classes and requested them to continue their efforts.

After observing the work of literacy classes in the district the Director of Education of the State, Shri Bhandarkar gave compliments to the students, teachers, social workers, village leaders, inspecting officers and the Education Inspector of the District for doing such a good work in the spread of literacy.

The total number of adults made literate during 1958-59 in the district was as follows :

Ist Test			II Test		
Males	Females	Total	Males	Females	Total
5919	3109	9028	1039	530	1569

Total of Ist test		Total of IInd test	Grand Total
9028	+	1569	= 10597

Encouraged by the achievement of literacy during 1958-59 as against the figure of about 3,000 during the previous year, the Education Inspector decided to concentrate more on the spread of literacy during 1959-60. As per previous year, he prepared a plan and programme for propaganda work. He got wall posters printed and sent them to all the villages and towns in advance. He praised the inspecting officers, social workers and leaders of the District for achievement of literacy during 1958-59 and requested them to take keen interest in the spread of literacy during 1959-60. Inspecting officers were requested to organise the meetings of leaders, social workers and the leading persons of the different villages at the central place as per programme. The education inspector along with other Senior Officers reached the central place of meeting quite in good time. He then gave out the figures of achievement of literacy during 1958-59 and how the teachers, pupils, social workers and leading persons of the different villages responded to the call and how the state level officers and eminent persons were impressed and praised the teachers, students, social workers and leading persons of different villages. Now the path is clear and if every one of us works seriously and enthusiastically it is possible to open many more literacy classes in each and every village and conduct them methodically. It is bound to attract the illiterate adults more and more to the literacy classes. He also appealed to the teachers and students of the Secondary School to take part in the sacred work of spreading literacy which would also help a lot for getting additional boys and girls for admission in the secondary school.

While taking stock of literacy classes in the monthly meeting of the Inspecting Officers that the number of literacy classes in each and every taluka is increasing and the total number of women taking advantage of literacy classes was seen to be increasing month by month. At the time of Inspection of Secondary Schools it was observed that some Schools are taking interest in the literacy classes. Teachers were found actually conducting literacy classes and the students were found running home-classes for eradicating illiteracy and helping the parents to keep their houses neat and clean, writing names of articles kept in the container or the earthen pots, writing the names of persons living in on the front door. Thus there was good deal of improvement in conducting the literacy classes and giving general information to the adults.

At the end of the year it was observed that 21,000 persons were made literate out of whom 11,000 were women. In addition two villages were made 100% literate, this achievement inspired the Education Inspector to undertake village as a unit for eradication of illiteracy. He designed a plan and put it in the monthly meeting of Inspecting Officers for discussion. All the Officers unanimously agreed to launch literacy campaign from Shiv Jayanti.

The New State of Maharashtra was to be created from Ist May 1960 and to show the initiative in respect of the new idea of village approach was upheld by the District Development Board, Primary and Secondary teachers, social workers and leaders from the various villages.

During the course of propaganda programme for the third year, the Education Inspector alongwith his senior assistants came to Lhasurne, where teachers, students, villagers and social workers from Koregaon taluka had assembled in large number. The Education Inspector explained the strategy of new approach of taking village as a unit for eradication of illiteracy. The head master of Lhasurne said that the teachers are running literacy classes since last two years very sincerely, however, the attendance of adults in the literacy classes is not regular and to our satisfaction. It appears that unless the eminent persons of the village give co-operation in full it would not be possible to achieve the goal. People say that the teachers are running the literacy classes for their own benefit and why should we help them in the spread of literacy. The Head Master further said that the teachers would gladly donate the honorarium received for running the literacy classes for the uplift of the village if villagers helped them. Then the education Inspector urged the villagers to accept the challenge of the teachers. He asked them to discuss the problem by going to the temple of village deity in front and come back with solution. Accordingly all the leaders of the village gathered together, discussed the problems freely and frankly and resolved unanimously to accept the challenge. All of them came back to the meeting with smiling faces and declared that the whole village has decided to help the teachers whole heartedly to make the village cent percent literate. This gave altogether a new turn to the literacy movement in Satara District.

Then in co-operation and with the help of the villagers a village education committee consisting of the village sarpanch as the president and the head master of the primary school as the secretary including patil, talathi, chairmen of the cooperative society, chairman of Mahila Mandal, leader of Harijan and Buddha community and representatives of various communities, was formed. Social Education now meant the education of the whole village community and for the benefit of the uplift of their own village. Good many villages of Koregaon and Satara taluka undertook the work of eradication of illiteracy from the villages as per the new approach, they solved their own difficulties and made very good progress. The Education Inspector paid visits to these villages on and often and gave guidance for improvement.

Then lane wise competitions of adults attending the literacy classes were held in respect of reading, writing, arithmetic and self expression. Then all the adults of the literacy classes were brought together on every saturday evening and they were taught to sing in chorus selected prayer, bhajans, national anthem and some inspiring songs. The adult men and women were asked to give talks on various subjects concerning their daily life and teachings of the community development programmes. Especially women took good deal of interest in these items. They were also asked to clean and decorate their houses for competitions. It was observed that the whole village could change their complexion altogether. Lane wise exhibitions of articles prepared and produced were organised which gave them a new outlook. Then there were competitions of chorus singing and self expression.

When all the adults both men and women achieved literacy, made good progress in chorus singing and speech giving, organising exhibition, cleaning home and surrounding and arranging and keeping the whole house neat and clean, wrote the names of persons residing on the front door of the house, names of articles contained on the front side of the container, sayings of great men on the top of the wall, admitting all the boys and girls in the school and increasing the attendance, the village was allowed to celebrate Gram Gaurav Samarambh under the president of their choice.

Gram Gaurav Samarambh of Lhasurne was the first in the district which was held under the presidentship of divisional commissioner, Capt. Shankarrao Mohite and the Chief Guest the Director of Education, Dr. Appasaheb Pawar on 10th September, 1960. The whole function was organised by the neo-literates under the guidance of the Education Officer. The reception committee first showed some of the houses and offered tea to the guests and led them to the place of ceremony. The function began with the prayer, welcome speech, giving out the account of the literacy and developmental work done in the village. Then chorus songs were sung both by neo-literates men and women groups, short speeches on different subjects were given by both men and women neo-literates. Then a test in reading was administered by the Inspecting Officer. The whole mob, the President and the Chief Guest were highly pleased with the performance of the neo-literates. The Chief Guest and the President congratulated the villagers for doing such a good work, praised the adults both men and women neo-literates for chorus singing, speech making, decorating their houses, organising exhibition and making all sorts of arrangements, attaining literacy and bringing out the development of the village. At the end neo-literate adult made a thanks giving speech and the function came to an end. The campaign was given the name 'Gram Shikshan Mohim' and a pamphlet written on the subject was released open by the Director of Education, Maharashtra State.

Observing the whole show the people from the neighbouring villages were inspired and they resolved to make their own villages 100% literate and to celebrate Gram Gaurav Samarambha of their village. Thus the flame of knowledge spread like wild fire in the whole of the district.

Obviously the wind of spreading literacy in the selected villages of Koregaon and Satara Taluka, the Education Inspector organised propaganda meetings in Diwali vacation for the second time in the year. He created very good atmosphere in the whole district by giving the details of organising the Gram Shikshan Mohim and its efforts as observed at Lhasurne and other seven eight villages. The people were enthused and gave assurance to start the work from 14th November 1960, the birthday of Pandit Jawaharlal Nehru.

The literacy campaign of the Satara District was inaugurated under the presidentship of Shri Morarji Desai at Kavathe, Taluka Wai, a birth place of a leading congress leader Shri Kisanveer. The literacy campaign got good momentum in the northern part of Satara district.

In addition to all the education officers of the district the collector, the chairman, district development board, the District Agriculture Officer, District Registrar of Co-operative Societies, Deputy Collector, Village Panchayat Officer, social workers and such others took interest in the literacy campaign and paid surprise visits to various villages at night and saw the working of literacy classes. Thus the villages remained alert and the education inspector had to go round to see all the literacy classes in the village as per request of the enthusiastic persons and to keep awake some times even upto 2 a.m. The scouts, and scout masters, guides and lady teachers played a vital role, the teachers and students of secondary schools also helped a lot and the villagers helped the movement in various ways. The total number of adults made literate during 1960-61 rose to as high figure as 109000. All were inspired due to the creation of linguistic Maharastra State after good deal of struggle. Thus Satara district could draw the attention of the various status, central government and foreign countries. Many educationists from the various parts of the country and other neighbouring countries paid visits to different villages and after seeing the actual work of literacy classes were very much impressed. After seeing the actual work and attending Gram Gaurav ceremony of various villages in Satara District the guest simply praised the villagers, teachers, students and social workers.

The Editor of Kurukshatra came down from Delhi, saw the work and discussed with the villagers, teachers and social workers and after returning wrote an article namely 'Lhasurne shows us the way' in his magazine in 1961.

The Gram Shikshan Mohim in Maharashtra

The events which led to the Gram Shikshan Mohim in Satara and the remarkable results which flowed from the movement convinced Government that the Mohim could be generalised for the whole State. It was therefore, included as a scheme in the Third Five Year Plan and the Statewide campaign was launched on the 17th April 1961. The inaugural ceremony of the campaign took place at Shivneri Fort, a historical place in Poona district, and the day chosen for the purpose was the auspicious Shiv Jayanti Day. Shri Balasaheb Desai, the then Education Minister for Maharashtra, proformed this inaugural ceremony under the presidentship of Shri Raj Bahadur who was the Central Minister for Communications. It is remarkable to note that during the very first year of the campaign as many as 378 villages achieved complete literacy and a total of 4,86,378 illiterate adults were made literate in the whole State of Maharashtra during that year. As against a general average of 50,000 illiterates being made literate per year under the previous scheme of individual workers conducting social classes, this was both remarkable and gratifying.

2. The following year, under the scheme of democratic decentralisation Zilla Parishads and Panchayat Samitis were installed in the entire State of Maharashtra. The effective day was 1st May 1962. The objectives of the scheme of democratic decentralisation are too well-known to be repeated here. The implementation of the scheme of the Gram Shikshan Mohim was naturally transferred to the Zila Parishads, the State retaining the work of printing and supplying of literature for the classes and the neo-literates. The year 1962-63 was, however, completely taken up by the routine tasks of the Zilla Parishads and Panchayat Samitis setting down to their new work. It will be appreciated that this new task involved a small revolution in the reorganisation of administration at the district and block levels and therefore, although a very favourable atmosphere existed for the implementation of the Gram Shikshan Mohim, the year 1962-63 did not come up to the expectation of achievement. Therefore in April 1963 a State Conference of the Chairmen of Education Committees of the Zilla Parishads, the Parishad Education Officers and some of the Chief Executive Officers was held under the presidentship of the then Minister for Education at which various problems of education including the Mohim were discussed. A special State Seminar of Parishad Education Officers and their deputies was held a. Poona in the month of July 1963 to discuss the various aspects of the Mohim and to include thereunder the programme of school improvement. On return from this State seminar, these Parishad Education Officers organised similar seminars at district, block and centrally situated villages in the block for the Education Extension Officers, Block Level Officers

and the Social Education workers including teachers. A special directive was issued by Government in December 1963 to the effect that the Chief Executive Officers of the Zilla Parishads and the Block Development Officers of the Panchayat Samitis should endure that the scheme of the Gram Shikshan Mohim is implemented successfully in co-operation and with the support of all the officers of the Zilla Parishads and the Panchayat Samitis.

3. Both the State Government and the State Social Education Committee desired that the target under the Mohim should be to cover 20 per cent of the villages in the district for achieving cent per cent literacy. This should be done every year beginning with the year 1964-65 so that within a period of about 5 years illiteracy would have been completely wiped out from the State. In order that this target is clearly comprehended by all and the movement gets a good start, it was further directed that seminars at district, block and central village levels should be organised at the commencement of the year. The seminars would discuss ways and means of implementing the scheme and achieving the targets laid down.

4. Instructions were issued to all officers such as the Regional Deputy Directors of Education, the Chief Executive Officers of the Zilla Parishads, the Parishad Education Officers and their deputies and the Block Development Officers for frequent visits to the important centres of the Mohim in their district/region and for frequent reviews of the work that was done and for discussion of ways and means of improving the effectiveness of the Mohim.

5. It will be noted that at the district level there is no special officer-in-charge of Social Education. It is the Parishad Education Officer assisted by two deputies who is in over-all charge of the Mohim. These officers have their hands full with their work in connection with the Primary, Secondary and Special Schools in the district and, therefore, the Parishad

Education Officer has to make a special effort and take a lead for the implementation of the Gram Shikshan Mohim in his district. He would allot talukas or Panchayat Samitis in his district to his Class II Officers so that effective check could be maintained on the Extension Officers (Education) including Social Education Organisers, both men and women, and the teachers of Primary and Secondary Schools working for the Mohim. It is becoming increasingly evident that a Special Officer in charge of the Mohim is necessary for each district, particularly as the Parishad Education Officer and his deputies are fully busy with their other duties with regard to the Primary and Secondary Education. In the meantime, the Parishad Education Officers have been advised to convene monthly meetings of all Education Officers of their district in order to take stock of the work done and to find out ways and means of improving the quality of education in general and of Social Education in particular. They have been acting on this advice and as a result the Deputy Parishad Education Officers pay surprise visits for check-ups to the institutions in the talukas. They also hold monthly meetings with Education Officers and take stock of the work done by them.

6. A movement of this type must necessarily secure the support of the non-official element and accordingly the Presidents of the Zilla Parishads, the Chairmen of the Panchayat Samitis and the Chairmen of Education Committees of the Parishads have been urged to take interest in the Mohim. They have been urged to take specific interest in one or two villages which can then be led to achieve complete literacy. They have been requested to attend the meetings of the workers and Extension Officers so that they exchange notes and pool their experiences.

7. The Chief Executive Officer of a Zilla Parishad plays a key role so far as this movement is concerned in the district. He has, therefore, been directed to take the lead in order to intensify the scheme of the Gram Shikshan Mohim in all the

villages of the district and to see that all the departments in the district and all the social workers co-operate for the success of the Mohim. In order to achieve this co-operation he has been asked to do the following :

(i) To establish a district level committee consisting of the M.L.As., M.Ps., the Collector, the District level Officers, the President and Vice-President of the Zilla Parishad, the Chairmen of different Samitis of the Parishad and the Chairmen of the Panchayat Samitis and some eminent and useful citizens including women in the district. The committee will include the Chief Executive Officer and the Parishad Education Officer works as Secretary of this Committee.

(ii) This district level committee will meet as frequently as is necessary in order to emphasize and underline the importance of the Social Education drive in the district. The Committee will iron out all the difficulties and secure cooperation of all the persons who will be useful in this drive.

(iii) To issue an appeal to the public on behalf of this district level committee for intensifying the propaganda for the drive and for obtaining the necessary co-operation for its success.

(iv) The Chief Executive Officer has further been instructed to ask the Block Development Officer to establish a Block level committee for the same purpose as the Block Development Officer is responsible for the success of the movement in his Block.

(v) The Block Development Officer should, therefore, be asked to secure the co-operation of each Village Panchayat in his block. He should also make surveys of villages in order to determine the exact number of illiterate adults in each village.

(vi) The Chief Executive Officer has also issued instructions to the Parishad Education Officer and his deputies to organise propaganda meetings of teachers, social workers and other officers at villages centrally situated in each block so that the Mohim starts under the best auspices every year.

(vii) The Block Development Officers have been asked to request the Sarpanch of every village panchayat in the block to form the Village Education Executive Committee. This committee is to do the same work as has been described under the State experiment, viz., to prepare lists of illiterate adults, make arrangements for Social Education workers and appoint supervisory committees in every street, lane or mohalla of the village.

(viii) The movement can thrive only with the active co-operation of all departments and, therefore, the Chief Executive Officers have been asked to instruct all Officers of the different departments under his control and all members of the Zilla Parishads and Panchayat Samitis to pay frequent visits to the village Social Education Classes in order to encourage the workers and help them generally.

(ix) The Chief Executive Officer should personally attend all monthly meetings of Block Development Officers and non-official workers to review the work and the progress achieved and to remove difficulties, if any.

8. The Block Development Officer plays an equally important role so far as the Block is concerned. He has, therefore, been asked to do all that the Chief Executive Officer does in the district. He is to take the lead so far as the Mohim is concerned in his Block and with the help of the Block Level committees and the co-operation of all the Block level workers, both official and non-official, he can play an important role in giving a special fillip to the movement from time to time.

9. The working of the movement under the Zilla Parishad in the last two years has shown that the best results are achieved where there is perfect co-operation and support of all the officials and non-officials in the district. It is when the officials and the non-officials in a district work as a team so far as Social Education is concerned, that the greatest success can be achieved. From this point of view, the Zilla Parishad of Jalgaon district is very notable. A very happy atmosphere prevails in that district. There are very close and cordial relations between the officials and non-officials even at the Panchayat Samiti level. This is the reason why the Jalgaon Zilla Parishad is in the forefront of this movement. So far this Zilla Parishad has made 2.80 lakhs of illiterate adults literate adults and the Zilla Parishad has decided to wipe out illiteracy from the district by the next Shiv Jayanti Day. This district has the unquie honour of being the first to achieve what is known as the first Taluka Gaurav samarambha. Bhadgaon Peta achieved cent per cent literacy in all the villages in this taluka and the Taluka Gaurav Samarambha was presided over by Shri Yashwantrao Chavan, Defence Minister of the Government of India. This had led to more talukas achieving cent per cent literacy in this district. Altogether the movement in this district has generated a new consciousness of the importance of education in general. Attendance at all Primary and Secondary Schools has improved remarkably. There is an increase in the number of Secondary Schools which are springing up even in remote villages of this district. There is a new tone and awakening among the people of this district with the result that all development programmes receive the best possible attention and support of the people. Other districts of the State which show good results are Ahmednagar, Poona, Kolhapur, Sangli, Nasik, Nagpur, Buldhana, Osmanabad and Bhir.

10. In June 1964 an education conference of the Presidents of Zilla Parishads and Chairmen of the Education Committees with some of the Chief Executive Officers under the Chairmanship of Shri M.D. Chaudhari, Minister for

Education, Maharashtra, reviewed the work that was being done under this Mohim in the State and it was decided that illiteracy should be completely wiped out within the next 5 years.

11. The Gram Shikshan Mohim attracted the attention of the Parliament and the Planning Commission. Dr. S.N. Saraf, Director (Education) Planning Commission saw the working of the Mohim in the districts of Poona, Satara and Sangli and prepared an evaluation report. Dr. (Smt.) S. Ramchandran, Deputy Minister for Education, Central Government, and Smt. Raksha Saran, President, National Women's Council, also saw the working of the classes under the Mohim and appreciated the work. A delegation of Russian educationists also saw the working of the movement and praised the work. As a result of evaluation report of the Planning Commission Officer mentioned above it was decided to introduce the scheme as a pilot project in one block of each State in the country from the next year and to introduce the whole Mohim as a regular scheme in all the States during the Fourth Five-Year Plan. This is a unique tribute paid to Maharashtra which is proud to have the privilege of giving the lead in this direction. It must be remembered that there are three aspects of the scheme. The first and foremost which strikes the eye is of course wiping out the illiteracy. But coupled with this is the objective of the retention of literacy, maintaining it and enriching it. Thirdly, the purpose of all this work towards making the adult literate is to see that his mind awakens and his understanding deepens and his interest is widened so that the village development programme goes through and a new life is created in the villages.

12. During the last four years of the Mohim as many as 4,700 villagers have achieved complete literacy. In terms of adults made literate the figure is 20 lakhs and this figure speaks for itself.

13. All these remarkable results have been achieved at very small costs to Government. A token grant of 50 paise per adult made literate is made to every Village Panchayat and an equal amount, viz., 50 paise is spent by the Government on the production of the necessary literature so that an adult made literate costs only Re. 1, as against the old cost of Rs. 6 per adult. It has truly been said that no movement in education achieves so much with so little of the layout of public money. In this sense the movement is really a revolutionary scheme as it points the way towards achieving the main objectives of the movement with the help of the people and having the lowest costs. In order to help the Panchayat Samitis and Zilla Parishads to keep up the literacy of the neo-literates Government published four sets of booklets, each set containing 10 different booklets and altogether some 40 lakhs of these booklets have been printed and distributed free of cost to the neo-literates. Government is also considering the scheme to start Adult Schools in villages which have achieved cent per cent literacy. These schools will help the neo-literates in maintaining and enriching their literacy so that they reach at least the level attained in Standard IV in an ordinary Primary School.

9. Gram Shikshan Mohim

Three aspects :

1. Eradication of illiteracy of the adults within the age group of 14-50 by starting literacy classes.
2. Retaining literacy and enriching the knowledge of the neo-literates by supplying booklets in rotation and starting Gaon Vikas Shalas.
3. Bringing about all-sided development of the villages through Social Education Centres.

Implementation :

1. Zilla Parishad actually implements the scheme.

2. The State Government supplies the literature for the classes to the neo-literates.
3. Teachers, social workers-pupils conduct the literacy classes voluntarily.

Expenditure :

1. Token grants at the rate of 50 Paise per adult made literate are paid to the Village Panchayats when they achieve complete literacy and thus the amount initially spent for running the literacy classes is recouped.
2. Literature worth 50 Paise per adult is supplied by the State Government free of cost.

How to Organise Gram Shikshan Mohim

The whole village approach :

1. Send wall posters, appeals and instructions.
2. Organise propaganda meetings at district, block and village level.
3. Establish committees at district, block and village level.
4. Hold shibirs for inspecting officers, teachers and social workers.
5. Carry out villagewise census of illiterate adults by visiting each and every home.
6. Select teachers and Social Education workers for conducting Social Education classes.
7. Select students for conducting home classes.
8. Enrol all the illiterate adults in the Social Education and Home classes.
9. Make seating arrangement for the various classes
10. Appoint supervisory committees for smooth working of the classes.
11. Provide equipment such as charts, booklets, black-board, chalks, kerosene, etc.

12. Organise occasional visits of officials and non-officials for encouragement.
13. Encourage the adults and the Social Education workers.
14. Test the adults in reading, writing, arithmetic and general knowledge and chorus singing.
15. Hold assembly meetings and encourage the adults to express themselves.
16. Create the sense among villagers to act as one family.
17. Undertake constructive activities for the uplift of the village.
18. Prepare for Gram Gaurav.
19. Celebrate Gram Gaurav.
20. Undertake the follow-up programme.

Awards and Certificates

With a view to giving impetus to Gram Shikshan Mohim, the State Social Education Committee for Maharashtra sanctioned the following scheme :

1) District level competitions : Rolling shields worth Rs. 250 each are awarded to the first three districts standing according to merit in making the maximum number of illiterate adults and villages literate during the year.
2) Panchayat Samiti level competitions : Rolling shields worth Rs. 150 each are awarded to the first three Panchayat Samitis in each region standing according to merit in making maximum number of illiterate adults and villages literate. Thus in all 12 Panchayat Samitis are awarded these shields every year.
3) Village Panchayat level competitions : Rolling shields worth Rs. 100 each are awarded to the first three Village Panchayats in each region standing according to merit in respect of literacy and all-sided development. Thus in all 12 Village Panchayats are awarded these shields every year.

4) Competitions among **Inspecting Officers** : Cash awards of Rs. 50 each are awarded to the first three inspecting officers in each region standing according to merit in making the maximum number of illiterate adults and villages literate.

Guidelines for Literacy Worker

1. There is a difference between a child and an adult. Adult has got good deal of general knowledge and big vocabulary than a child.
2. If surrounding atmosphere is suitable and if the importance of education is explained to the adult and confidence is created in him then the adult willingly learns the lessons.
3. If individual attention is paid the adult learns the lessons quickly. It is always better to start a home class or a small one having 10 to 15 adults is better.
4. Behave courteously with the adult and get confidence of the adult.
5. After seeing the progress of adult in reading, writing, arithmetic or general knowledge pat him and say well done.
6. If there is any mistake then without annoying point him out the mistake cautiously.
7. Teach him to read first and after about two weeks teach him to write.
8. Whatever you have to teach him, teach him in the class only till he gets mastery over it.
9. An adult can easily learn a lesson in 1/3 of the time that is required for a child to learn.
10. Pupils studying in the middle class i.e. V-VII can teach the adult with confidence under supervision and guidance of the teacher.
11. Class conducted by a student or social worker for the benefit of his own or neighbouring family is called 'HOME CLASS'.

FIRST TO CELEBRATE SAKSHARATA GAURAV

	Level	*Name*	*Date of celebration of Saksharata Gaurav*	*Chief Guests*
1.	Village	Lhasurne Dist. Satara	20th September, 1960	Capt. Shankarro Mohite Divisional Commissioner Dr. A.G. Pawar, Director of Education
2.	Panchayat Samiti	Bhadgaon Dist. Jalgaon	16th October, 1964	Hon. Yashwantrao Chavan, the then Defence Minister of Central Government.
3.	District	Kolhapur	29th August, 1969	Hon. Madhukarrao Chaudhari Minister for Education.

Actual Achievements

Achievements of Gram Shikshan Mohim in a period of 10 years beginning from 17th April 1961 are given below :

Year	*Adults made literate*		*Total*	*Amount Sanctioned Rs.*
	Males	*Females*		
1961-62	2,65,303	2,21,075	4,86,378	—
1962-63	2,63,142	2,59,245	5,22,387	2,03,000
1963-64	2,14,898	2,09,338	4,24,236	4,00,000
1964-65	2,55,068	2,40,412	4,95,480	12,50,000
1965-66	2,40,056	2,55,079	4,95,135	20,00,000
1966-67	3,58,714	4,03,317	7,62,031	10,00,000
1967-68	4,31,091	5,03,372	9,34,463	—
1968-69	9,66,877	11,50,000	21,16,877	25,00,000
1969-70	11,42,124	15,07,363	26,49,487	15,00,000
1970-71	3,20,671	3,47,365	6,68,036	4,50,000
TOTAL	44,57,972	50,96,566	95,54,518	93,03,000

Implementation of Gram Shikshan Mohim and other efforts in the field of Education helped to raise the percentage of literacy of Maharashtra from 29.89% in 1961 to 39.06% in 1971 and that of males and females by 9.24 and 9.19 per cent respectively, while literacy percentage of India rose from 24.03 to 29.35 during the same period.

Cost

Government spent about a rupee in making an illiterate adult literate. Out of which half the amount i.e. 50 paise per adult is paid to the village Panchayat as token grant, and half the amount, that is at the rate of 50 paise per adult, has been spent by the State Social Education Committee on printing and supply of literature. The State Social Education Committee has produced charts, booklets, posters, pamphlets in millions and brought out follow up literature consisting of 20 sets in lacs, each set consisting of 10 different booklets, for the neoliterates, text books for further education and guideline literature for the Social Education Workers.

10. Evaluation of Gram Shikshan Mohim

The evaluation of G.S.M. was first carried out for the period from 17th April 1961 to 1st June 1963. It was conducted by Bureau of Economics and Statistics, Bombay, by random sample method.

1.	Villages made literate during the period	—	1,257	Villages selected	—	65
2.	Adults made literate	—	2,37,288	Selected neo-literates	—	1,260

Findings

a) Village according to the percentage (b) Test administered of literacy

i) More than 90%	1,100 villages	i) One test in 31.6% villages
ii) Between 80 to 90%	36 villages	ii) Two tests in 32.1% villages
iii) Between 70 to 80%	27 villages	iii) Three tests in 20.4% villages
iv) Between 60 to 70%	23 villages	iv) Maximum tests administered in a village are 8

	Men %	Women %	Total %
c) i) Retention of Literacy	42.0	45.1	43.9
ii) Requiring Revision	43.5	34.4	38.0
iii) Lapsing into illiteracy	14.5	20.5	18.1
TOTAL	100	100	100

General Conclusion

1. Villages participating in Gram Shikshan Mohim try to achieve the goal very sincerely.
2. Villagers do not declare the village literate unless they are satisfied.
3. A follow-up programme is necessary for stablising literacy.
4. As many as 9 persons from one family became literate.
5. Literate families send their children to school regularly.
6. Women folk develop an enlightened outlook.
7. Social and economic development programmes gets a spur.
8. Village becomes educationally awakened.
9. Villagers become united.

What then, in conclusion, is the achievement of this Gram Shikshan Mohim ? Has it spelled out the beginning of the end of the problem or is it merely the end of the beginning which would lead to complete eradication. We have no desire to underrate our enemy, viz., ignorance and illiteracy. It is our view that this enemy is formidable and, to change the metaphor, the task is an uphill one. Against an estimated total of 111 lakhs of illiterate people in the State, we have only achieved about 20 lakhs as literates, leaving 91 lakhs or very nearly a crore of people still to tackle. The original target was to convert annually 10 lakhs of people into literate adults and even at this rate it would have taken us eleven years. Now the average annual achievement of five lakhs (which will be borne out by the statement giving the annual progress of the Mohim attached at the end of this Chapter) raises the question whether it will take us more than 20 years to finally liquidate illiteracy from this State. It is obvious that if this consummation of total eradication is to be achieved within a period of five years, then renewed and redoubled force with a good deal of effort has to be put into the Mohim. The magnitude of the problem is a great challenge to the faith of all of us. Far from depressing us, it fills us with the hope and the belief that we will rise to the challenge and vanquish and demolish utterly the demon of illiteracy. We further believe that it is possible to do it within a span of another five years, specially as we are now receiving encouraging and inspiring support from all quarters including the Government of India.

2. A mass movement of the size and proportions that we have launched could not but evoke plenty of criticism. Our standard of literacy, as has been noted previously, has been described as poor or insufficient; our follow-up work has also been similarly described as being inadequate and insufficient. Broad and subtle innuendoes have suggested that altogether the achievement has been either very superficial or perhaps a complete waste of time, money and materials. We could not, therefore, remain without projecting an evaluation of the scheme, the results of which have been described fully in the Government of India Planning Commission's report on Gram Shikshan Mohim of Maharashtra. This report invites very careful and detailed study for it vindicates our faith in the Mohim.

3. Briefly, the evaluation was and it should be remembered that the actual testing and analysis was done by the officers of the Bureau of Economics and Statistics in Maharashtra that 44 per cent of the literates of the Mohim retained their literacy; 37 per cent retained it partially, while 19 per cent were a dead loss from the point of view of the Mohim having lapsed into complete illiteracy. Details of the 37 per cent of people who were classified as semi-literates can be obtained either from the original report of this Government or the report of the Planning Commission referred to above. These are the people who were either weak in reading or writing or

in both, with varying degrees of weakness in these two main skills. It is legitimate, therefore, to argue that a total loss of about 20 per cent has occurred and considering the numbers involved, the wastage cannot be regarded as considerable. What is heartening to note that the effort has at least enabled half the people coming under the Mohim to retain the major skills of reading, writing and counting and, therefore, considering the low cost involved, the achievement can be truly described as remarkable. We are so heartened by the results of the evaluation that we think a periodical stock-taking through such scientific studies in the field should be built in the campaign. It is studies of this type which pin-point the weak spots and show the way to better achievement.

4. We have learnt that the original listing of the illiterate adults in the village has been faulty in quite a number of cases. This is because we have to accept the individual's statement about his illiteracy. A few people try to be clever and include people who are literate into this list. Sometimes the lists are not exhaustive because the census is not complete and does not cover all the houses or the families in the village. Sometimes, only a part of the village, that is to say a hamlet or a Wadi, is covered and a wrong impression is created about the actual revenue village of which the Wadi or the hamlet is only a part. In some villages, the classes which should normally contain about 10 illiterates, were crowded as they had as many as up to 24 adults in a class. We think such mistakes are inevitable and stem mainly from the ignorance of the workers or even lack of enthusiasm on their part. A thorough briefing and a good grounding in the essentials of the Mohim is, therefore, very necessary if the workers are to do the job correctly. It is most important to bear in mind that primary school teachers are not the main stay of the Mohim. Our experience shows that better work can be done by pupils in the higher standards of the middle and other secondary schools. In fact, the evaluation report described how the people in a particular village overcame the difficulty of the primary school teachers not

co-operating with the Mohim. They resolved never to ask for their help and selected educated social workers and the pupils of the secondary schools for the purpose.

5. It must not be imagined that it was all smooth sailing so far as attending the classes is concerned. We have reported the fact that while in a majority of the 63 villages which were studied for the purpose of evaluation, the neo-literates responded quite enthusiastically and joined the classes willingly, in some cases, a good deal of persuasion was necessary while in quite a few of the villages even persuasion had no effect as the villagers thought they would gain more by spending one or two hours more daily on the farm instead of attending the literacy classes. It is always best to tackle the difficult villages and communities last. It is not only easier but more profitable to take the more enthusiastic villages or communities first because as they set the pace and the example the others who were unwilling, begin to fall in line and follow the example. For regular attendance, it is necessary to have good supervisory committees consisting of influential village leaders who can, if necessary, even compel people to attend.

6. Testing or retesting the neo-literates must also be done very carefully, for the survey shows that the original testing was not rigorous in many cases. The survey, therefore, rigorously sorted out people who could read some familiar sentences from the literature that was provided. They also eschewed the neo-literates who had merely crammed the letters with reference to their position in the reading charts so that they could not read letters written at random. In one or two villages the survey actually found that the examination was a bogus one and in fact there was no examination.

7. At the retesting held by the project of evaluation, it was noticed that the neo-literates could read the alphabets slowly. Most of them had forgotten all that they had learnt in the class, which was due to the fact that the follow-up pro-

gramme was either late or inadequate. The literature in some cases had not been received even till the date of the survey. If this literature reaches the village long after the Gram Caurav celebration then it is obvious that the aged neo-literates with their poor memory habits, are likely to lapse into illiteracy. It was also discovered that some of the Village Panchayats did not pay to the Committee sufficient advances for the purchase of equipment etc., grants were not also reimbursed by the Zilla Parishad in time. It seems that the follow-up work on the part of the Village Panchayat and the neo-literates was very weak. The need of vigorous refresher courses and continuation classes and distributing the literature in time has, therefore, been high-lightened by the survey and already steps are being taken to correct such maladjustments and deficiencies.

8. It is impossible not to mention here that even a small-scale survey confined to only 63 villages, could not help feeling that the Mohim had created an atmosphere of general awakening and awareness among the people. It notes that a number of villages organised the shramdans and continued them even after the attainment of cent per cent literacy. Various concrete cases of such minor development programmes undertaken by the villages are mentioned and they are very heartening to read. The findings also corroborate the fact that in all these villages where the Mohim had welded the people into one unified force for development purposes, co-operatives and mahila mandals and youth clubs spurted up and began to function with great benefit to the people. Several villages succeeded in achieving complete prohibition. Cleanliness and sanitation improved considerably. In several villages untouchability was effectually overcome. Even small miracles of achievement had been noted. For example, the residents of a small village called Paijarwadi constructed a well in their wadi within eight days and a temple for themselves within one day and all this without any Government or local Panchayat help, the money being entirely contributed by the people themselves.

Signs of village leadership and greater degree of self-confidence have been noticed in the villages covered by the Mohim. Let the critics who point out the low standard of literacy set by the Mohim remember the fact that even the semi-literates pointed out that they valued the ability to read the sign-boards or route boards displayed on the S.T. buses, so that they could board the correct bus without anybody's help or assistance. This may not be a very high standard of literacy, but from the point of view of the semi-literates, it is like the eyes being given to the blind men and the degree of self-respect and confidence gained by these neo-literates or even semi-literates can only be guessed rather than assessed. These are the intangibles or the imponderables of the achievements of the Mohim.

9. When we consider all these facts and the low costs of converting the illiterate into literate or a semi-literate adult and further when we remember that all development programmes must first find a place in the minds and hearts and aspirations of the people and this new mind and the new heart and the new aspiration cannot be created without education, it is needless to say that the Government of Maharashtra is determined to carry out the Mohim, to intensify the propaganda needed to boost up the Mohim, to organise frequent surveys and evaluations and to correct the deficiencies and the shortcomings that may be noticed and above all, to see that the follow-up programme is launched and organised on a large and massive scale in the Fourth Plan and the workers for the purpose are trained and retrained as frequently as possible. Government is determined to place the Mohim above all departmental considerations. It must be the concern of everybody to help in the task of wiping out illiteracy, to strengthen the newly gained literacy of the people so that they join the rank and file of normal educated citizens of a progressive and enlightened country, which we hope to create out of this ancient land that by the tricks of misfortunes and vicissitudes of history was engulfed by the vicious darkness of ignorance inspite of its florious traditions of learning and love of know-

ledge. It is needless to say that the task is a sacred one and it will always be cherished as such.

11. New Approach to Gram Shikshan Mohim

In the conference of Presidents of Zilla Parishad, and the Chairman of Education Committees of Maharashtra State held in Bombay in 1964 it was resolved to eradicate illiteracy of the adults within the age group 14-50 Thus all the Zilla Parishads were required to implement the scheme of Grama Shikshan Mohim in such a way that all the illiterate adults in the district would become literate of Stage I by 1969-70. Fortunately this was to coincide with the birth centenary of Mahatma Gandhi, Father of the Nation. All the Zilla Parishads in Maharashtra State had endorsed the above resolution in their meeting held in Pune in 1966.

In the conference of all the officers and office bearers of Zilla Parishads of Maharashtra held in Bombay on 24, 25, 26 May 1968 under the Presidentship of Education Minister Shri M.D. Chaudhari, a review of the spread of literacy in each and every district was taken and it was observed that thousands of illiterate adults and hundreds of villages in the district had achieved the goal of literacy of Stage I. Good many talukas and even a few districts had celebrated Saksharata Gaurav Samarambh after achieving 100% literacy. It was therefore decided that villages achieving 100% literacy of Stage I of Gram Shikshan Mohim should repair the internal roads of the village, clean the public places, temples, houses, colouring the walls and writing sayings of saints and eminent writers, write the names of articles contained in the container, or earthen pots, write daily news on the black boards placed at the cross roads etc., and then Gram Saksharata Gaurav be celebrated.

Literacy attained in the Ist stage should not be considered as adequate unless efforts are made to stabilise literacy by reading small booklets received from the circulating library, news papers, religious books and sign boards of shops, S.T. buses etc., Similarly practice of writing daily accounts, daily diary, letters to friends and guests etc., is necessary. Reading and writing practice will make the neoliterate a perfect literate man, otherwise the literacy of the neo-literate would slowly and steadily diminish and fade away and neo-literate, would again become illiterate. So it is necessary to maintain the literacy of the neo-literates, to develop it and to make it applicable in day to day life. For this purpose kisan classes be started in the village for neo-literates. This stage be named as Functional Literacy Stage or Post Literacy Stage. While completing the II stage of G.S.M. or the post literacy stage it should be seen that soak pits are prepared for soaking the waste water coming out from each house. This will check up the waste water coming on the road, and breeding of mosquitoes. It is also necessary to construct approach roads which will facilitate S.T. buses to come to the village, construct urinal and latrines. Starting reading rooms and libraries provide arrangements for handing over the booklets from the circulating library to the neo-literates and taking back the booklet read by the neo-literate and supplying him another booklet from the set of 10 booklets. Keeping one's own daily accounts, to write letters to the friends and guests. Preparing the neo-literates for Std. IV and Std. VII examinations. When all the neo-literates from the village complete the course of Stage II of Gram Shikshan Mohim then the village should be allowed to celebrate post literacy of Kisan Saksharata Gaurav of the village on the lines of Gram Gaurav Samarambha.

After successfully completing the II Phase of Gram Shikshan Mohim by the whole Village III Phase should be started. In this phase vikas classes be started for neo-literates who have completed the course of kisan class or post literacy class. While completing the syllabus of vikas class the following constructive programmes should be undertaken and completed before the close of the session. Small saving, removing untouchability, family planning, using of compost and chemical manure, seeds of high yielding variety modern methods of sowing, internal cultivation, using pesticides, protecting crops from all sorts of dangers and reaping good harvest and producing more and more from the fields, developing poultry, starting youth clubs, Mahila mandals, progressive farmer groups, radio farm forums, sports clubs, bhajan mandals, committee for improvement of village. When all the neo-literates of the post literacy stage complete the III Phase of Gram Shikshan Mohim, then the village be allowed to celebrate 'Vikas Gaurav' of the village on the lines of Gram Gaurav Samarambha.

Thus Gram Vikas Shala now consists of three types of classes namely (1) literacy class, (2) kisan class and (3) vikas class for men and (1) literacy class, (2) kisan class and (3) mahila vikas class for mahila vikas shala.

Gram Shikshan Mohim		Gram Vikas Shala	
	Duration months	Kisan shala	Mahila vikas shala
Stage 1	4-5	Literacy class	Literacy class
Stage 2	4-5	Kisan class	Kisan class
Stage 3	4-5	Vikas class	Mahila vikas class

The syllabus for these three stages along with the text books and sets of supplementary reading books and sets of books for circulating library scheme have been prepared and put in use.

There should be two sessions for kisan shala and mahila vikas shala in the year. The first session should start from Shiv Jayanti and the other from Nehru Jayanti i.e. 14th November every year. If the adult has failed in any of the tests, then he should be tested and promoted to higher class if he is found fit instead of allowing him to stagnate in the same class.

V

Maharashtra State Social Education Committee decided to use 'Jeevan Vikas Path' book for literacy classes of Stage I run in the urban areas and prepared a new book namely sheti va shikshan (Agriculture and Education) for the use of literacy classes run in rural areas.

Topics of lessons included in 'Sheti va Shikshan'.

1) See the sugar cane crop.
2) Take sugar cane juice
3) Prepare manure
4) Spread manure
5) Chew the sugar cane
6) Cultivate the land
7) Rains
8) My land
9) Taught a lesson
10) Sow the ground nut
11) Sow the seeds thinly
12) Earn money
13) Use electric motor
14) Came running
15) Festival of the bullocks
16) Revision
17) Seed is the first
18) Plants have life
19) Parts of the plant.
20) Growth of plants
21) Making heaven of a desert
22) Sufficient food for the crop
23) What does the food contain ?
24) Use of urea

25) Use of superphospate
26) Use of potash
27) Kinds of manure
28) Movement of the new era
29) Measurements
30) Coins and notes

This book is very attractive being in two colours. It is also instructive and educative both for agriculturists and farm workers living in the rural area. It is printed in demisize. A half demisize booklet of the full contents without pictures is printed in large number and supplied to the adults for revision work. The adult keeps the book in his purse, pocket or Gandhi cap and reads it during his leisure time and again puts it at proper place.

Maharashtra State Social Education Committee decided to run post literacy classes for the neoliterates who had completed the first stage of literacy and prepared text book containing subjects like language, social studies, general science and mathematics.

The text book for Stage II of Literacy was printed in 1965 and one lakh copies were sent to the various districts of the state as per their requirements. Contents of the book are as follows :

Part I : *Language* edited by Shri B.R. Patil

1) Keep happy
2) Navalai Devi
3) Moru
4) Story of bread
5) Potato with eyes
6) Real Village Panchayat
7) History of lamps

8) Tensing
9) Dam of Salgaon
10) Nine wonders
11) Village umbarkhed
12) Co-operative
13) A happy farmer
14) Protection of animals
15) A village of dams
16) Development of Gram Laxmi
17) Savata Mali
18) Development Plan
19) Old and new ovens
20) Scouting
21) Election
22) Our national flag
23) A real patriot
24) Took away handful salt
25) Jai Jawan Jai Kisan
26) Poems on one's own mind
27) It is better to have one son
28) Such a reputation
29) Business of your name
30) Why are you charmed by external colour ?

Part II : *Science* by Shri B.R. Patil

31) Keep sufficient gap between two children
32) Care of child
33) Balanced diet
34) Cholera
35) Malaria
36) Typhoid fever

37) Smallpox
38) Naroo
39) Cancer
40) Wound
41) Bandages
42) Stars and constallations
43) Indian Calendar.

Part III : *Mathematics* by Shri B.R. Patil and Shri M.N. Zoal

44) Current coins
45) House and garden
46) Pavement of a temple
47) Flag and circular article
48) Wall clock
49) Table of numbers
50) Reading and writing of numbers upto ten.
51) Reading and writing of numbers upto 100.
52) Reading and writing of numbers upto 1000
53) Decimal measures
54) Addition of two numbers
55) Addition of two numbers having a remainder
56) Addition of three numbers
57) Addition of three numbers with a remainder
58) Addition of four numbers with a remainder
59) Subtraction of two numbers.
60) Subtraction of two numbers having a remainder
61) Subtraction of three numbers with a remainder
62) Subtraction of four numbers having a remainder
63) Decimal system
64) Addition and subtraction of two decimal numbers

65) Multiplication
66) Division
67) Profit and loss
68) Homely account
69) Small savings

Part IV : *Social Science* by Shri N.G. Shukla

70) State of Maharashtra
71) Such is a coastal strip
72) Table land of Maharashtra
73) Marathwada, a place of Gods and Godesses
74) Rich and wealthy Vidarbha
75) Country side of Maharashtra
76) Beautiful Konkan
77) National anthem.

The names of supplementary reading books for kisan classes i.e. stage 2 of Gram Vikas Mohim are as follows :

Set No. 18—

Farmers of India

of Kerala
of Maharashtra
of Punjab
of Tamil Nadu
of Bengal
of Gujarat
of Madhya Pradesh
of Uttar Pradesh
of Kashmir
of Rajasthan

Set No. 19—

Farmers of the world

of Russia
of Israel
of Mexico
of Australia
of Argentina
of Burma
of America
of Japan
of Canada
of Denmark

The names of booklets for Mahila Vikas Shala—Stage II

Set No. 11 : For Women

1. Home of Saraja
2. Birth of a child
3. Family life of Radha
4. Stories of days
5. Lives of great women
6. Festivals of women
7. Women and superstitions
8. Bharatiya saint women
9. Bharatiya brave women
10. Bharatiya patriotic women

Set No. 10 : 10

1. Air and life
2. Water and life
3. Food and life
4. Care of food and clothing
5. Transport facilities
6. Wonderful story
7. Household machines
8. Electricity and its use
9. Transmission of messages
10. Travel to moon

A text book for Stage III of Gram Shikshan Mohim

Part 1—Language

1. My name is Ganapat
2. Our cleanliness
3. House should be like this
4. Our food
5. Complete destruction
6. An extraordinary family
7. Four letters
8. Must be convinced
9. Education of our children
10. Such is khiroda gav.
11. Neighbourhood
12. This would bring about development of the village

Part 2—Agriculture

13. Development of farming

14. Hybrid crops
15. Chemical manures
16. Protection
17. Watering crops
18. Vegetables
19. Orchard
20. Preserve fruits
21. Farm account
22. Sale of farm produce
23. Co-operative sale purchase depot
24. Agricultural produce bazar samiti
25. Allied business
26. Care of cattle and diseases
27. Facilities and loans for farmers
28. Writing applications
29. Different laws

Part 3—Banking

30. Nationalization
31. Banks, their transactions and nationalization
32. A real friend
33. This is the postal saving bank
34. National wealth and its preservation

Part 4—Geography

35. Agriculturist India soil and rivers
36. Crops of India
37. Economic life of India
38. Sea wealth of India
39. Democracy and voting
40. Panchayati Raj

41. Legislature, legislative council, legislative assembly
42. Fundamental rights and duties
43. News papers—a powerful strength

Part 5—Civics

44. Our customs and traditions
45. We should become conscious
46. Attempts for social development

Part 6—Equipments

47. Engines
48. Electricity
49. Radio
50. Farm tools and equipments
51. Different types of machines
52. World over conquest of man

Part 7—Poetry

53. An Abhang
54. Joshi
55. Gramraj is Ramarajya
56. Pray the earth
57. Maharashtra Geet (song)

The names of supplementary reading books for Vikas classes i.e. Stage III of Gram Shikshan Mohim are as follows :

Set No. 16 : Extension

1. Co-operation
2. Irrigation and electricity
3. Our health
4. World came nearer
5. Democracy and Socialism
6. Service of the disabled

Set No. 17 : Gandhi Jeevan

1. Bapuji a great man
2. Small persons became great
3. Technique of Satyagrah
4. Bapuji served ceaselessly
5. Call of humanity
6. Bapuji liked Villages

7. Construction of houses
8. Our culture
9. Small scale industries
10. Education

7. Guide to women
8. Children's Bapuji
9. Last stage of the war
10. We are all children of God

GRAM SHIKSHAN MOHIM, STAGE III

The syllabus for Mahila Vikas Class

1. **Home Science :** responsibility of a married woman. Cleanliness and decoration of house and its surroundings. Family budget, ways and means for earning additional income. Food content, balanced diet, weekly time table. Food for children, youths, old persons and sick.

2. **Marriage :** family bonds, sex education, happy married life.

3. **Health and hygiene :** human body, various parts and functions, mensuration, pregnancy, care before and after delivery. Birth control, family planning.

4. **Care of child :** stages of physical development, common diseases, precautionary measures, children to be the pillars of the nation, inculcating good culture, education of children and the responsibility of parents.

5. **General Science and Civics :** evolution of man, scientific attitudes in life.

   How to govern ourselves, local self government, village panchayat, municipality, panchayat samiti, Zilla Parishad and the State.

   Rights and duties of citizens. Our responsibility of choosing the right candidate. How is our village, our district, our state and our country.

Secular state, caste system and its emancipation. Social reforms brought about by Agarkar, Jyotiba Phule, Dr. Karve, Ranade, Dr. Ambedkar, Mahatma Gandhi.

Laws concerning women, equality, socialism, emancipation of women, struggle of women in other countries.

6. **General Knowledge :** writing letters, keeping daily account, working of post, banks, small saving, insurance, unit trust.
7. **Occupational guidance :** Educational standards and various occupations, co-operative movement, visits to various social welfare societies, broad information about sociology.
8. **Practicals :** Cooking, using and repairing of household machines, washing, lighting, sewing and decoration.
9. **First aid :** Common accidents, precautionary measures, fractures, bandages and remedies if necessary
10. Nursing of the sick at home.
11. **Recreation :** Place of entertainment in life, cultural programme. Telling the tales, songs, games and dramatisation.

A book namely 'Shidori' giving guidelines on the subject matter was prepared, printed and circulated among Mahila Vikas classes as per requirement.

Progress of Post Literacy Work

1. First Course of Gram Vikas Shalas has been started since 1965 in good many districts where the literacy work is completed.

Total number of Vikas Shalas : 2255
No. of neoliterates : 60375

2. First Course in Kisan Shalas was started in three H.Y.V.P. districts in 1969 and the Second Course in Kisan Shalas was started in additional three H.Y.V.P. districts.

No. of Kisan Shalas	*Neoliterates*
Stage II No. of Kisan classes—1500	30,000
Stage III No. of Vikas classes— 987	18,245

3. First course of Mahila Vikas Shalas was started from October 1970 in six districts where the lady workers had undergone a Special Course of training during Gandhi Centenary year.

No. of Mahila Vikas Classes	*Ladies attending*
Stage III—50	1,000

4. It is also necessary to supply graded booklets continuously to the neoliterates for supplementary reading. State Government brought out 200 booklets. One lakh copies of each booklet were printed and supplied to the Panchayat Samitis. The number of adults made literate was 95,54,518 while the number of booklets supplied was 2,00,00,000.

Literature Printed and Supplied

1. Propaganda (1) Wall posters
    (2) Appeals by eminent persons :
        (a) Hon. Vasantrao Naik, Chief Minister
        (b) Hon. Balasaheb Desai, Home Minister
        (c) Hon. Madhukarrao Chaudhari, Minister for Education

	(d)	Hon. Gopalrao Khedkar, Minister for Co-operation and Rural Development Department
	(e)	President, State Social Education Committee and Director of Education
2. Guidance to Social Education Workers	(a)	Gaon Shikshan Gatha
	(b)	Guidelines
	(c)	Text book for Vikas Shala
	(d)	A set of booklets for supplementary reading
	(e)	Textbook for Kisan classes
	(f)	Textbook for Vikas classes
	(g)	Maharashtra Sakshar Karuya
3. Teaching purpose	(a)	Big charts for literacy classes
	(b)	Small charts for home classes
	(c)	Sentence strip charts
4. Textbooks	(a)	Wachan Path Booklet
	(b)	Shetiva Shikshan
	(c)	Vikas Shala
	(d)	Shidori, giving guidelines for Mahila Vikas class
	(e)	National Seminar on Gram Shikshan Mohim
	(d)	International Literacy Day
	(e)	Kisan Va Mahila Shala
	(f)	Educational uplift through People's support

12. Favourable Atmosphere for Intensification of G.S.M.

Final stage of Gram Shiksha Mohim was now culminated into Real Gram Vikas Shala with two branches, 17 kisan shala and 27 mahila vikas shala with three stages namely (a) literacy class, (b) kisan class and (3) vikas class.

Stage of Gram Shikshan Mohim	Gram Vikas Shala	
	Kisan Shala	Mahila Vikas Shala
Satge I	Literacy class	Literacy class
Stage II	Kisan class	Kisan class
Stage III	Vikas class	Mahila Vikas class

The syllabus and text books for each and every stage of Gram Shikshan Mohim along with supplementary sets of booklets for each one of the three stages were prepared, printed and supplied to all the Panchayat Samitis in the State, suitable booklets for circulatory library were supplied in plastic cover to the various Panchayat Samitis in the State.

It was also decided to start the first session of the school on the day of Shiv Jayanti and the second session on 14th November i.e. the birth day of Jawaharlal Nehru. Each stage of Gram Shikshan Mohim continued for a period of 5 months. If any adult failed in any stage then at the time of reopening of the school for the next session the adult would again be tested and if found upto the standard then he would be admitted in the higher stage. Thus adult could get time to prepare for the test and he may get time to prepare for promotion.

It was also resolved to pay honorarium of Rs. 4 per adult passing the Stage II or Stage III to the teacher, social worker or even a student who undertook the work of post literacy stage. The adult passing the Stage III of Gram Shikshan Mohim was to get a certificate from the District Social Education Committee. Passing of Stage III of Gram Shikshan Mohim was considered to be equal to the status of passing primary Standard IV. Such a person was allowed to be admitted in Standard V of any night school conducted in that area. Facilities were also given to study privately and appear for Std. VII examination. Social Education workers and teachers preparing the adults for Std. VII would have received an honorarium of Rs. 10/- per adult passing Std. VII examination. Government might have supplied text books free of cost. State Social Education Committee had recommended to State Government to raise the funds for the purpose in the following ratio.

Zilla Parishad — 25% of total expenditure
Village Panchayat — 50% of total expenditure
Government — 25% of total expenditure

With a view to give encouragement to the students, teachers, social workers and institutions conducting these classes and producing large number of neoliterates passing Std. VII it was decided to give merit certificates, which would help them in getting promotion, admission to various courses and getting jobs.

Shikshak Bhavan

As per the scheme of Central Government sponsored in 1970 the State Government had donated a land measuring one acre for erecting Shikshak Bhavan near Bal Bharati. Department had collected Rs. one lakh as donation from the teacher community of the State as per the condition of the Central Government.

Samaj Shikshan Bhavan

State Social Education Committee of Maharashtra has decided to construct 'Samaj Shikshan Bhavan' for the various activities of social education and to turn it into Asiatic Centre for such a noble work—Government of Maharashtra had donated one acre of land for the purpose just near the site of Shikshak Bhavan.

Grants from Central Government

As per the request of the State Social Education Committee and Maharashtra Government the Central Government sanctioned an amount of Rs. 5,70,000 for the year 1972-73 and 1973-74 for the following purposes, namely :

	Item	*Rs.*
1.	Training of State level and District level officers	5,000
2.	Training of officers at Panchayat Samiti level	20,000
3.	Conducting shibirs for writers	25,000
4.	For holding discussion groups	5,000
5.	Library books	15,000
6.	Evaluation	5,000
7.	Research	5,000
8.	For circulating library scheme	45,000
9.	Audio visual education programme	10,000
10.	Administrative staff	80,000
11.	Transport	35,000
12.	Construction of Samaj Shikshan Bhavan	3,20,000
	Total	5,70,000

Government of Maharashtra had agreed to shoulder the responsibility of extra amount required for the purpose.

First Prize by UNESCO

After twelve years of continuous work in social education i.e. adult literacy and adult education by the students, teachers social workers, officers of various departments and the members of Zilla Parishads, Panchayat Samitis and village panchayats and also villagers themselves at their dedication, devotion and sacrifice, it was possible to achieve Mohammad Reza Pahalvi Prize of UNESCO.

CHAPTER 6

ADULT EDUCATION IN MAHARASHTRA

National Seminar on Gram Shikshan Mohim

A team of officers headed by Dr. S.N. Saraf, Director (Education) in the Planning Commission came to Maharashtra to study the working of Gram Shikshan Mohim in April 1964. After an extensive tour for twelve days in the districts of Poona, Satara and Sangli and an examination of the work of Gram Shikshan Mohim in a large number of villages in these districts, and discussions with the district and state Government officials at all levels as well as with groups of teachers, social workers and other interested in the programme, the team submitted its report to Planning Commission in April 1964.

At the instance of Planning Commission, Government of Maharashtra organised National Seminar on Gram Shikshan Mohim at Poona on 8th, 9th and 10th November, 1965 under the Presidentship of Dr. V.K.R.V. Rao, Member, Planning Commission, New Delhi.

The delegates were allowed to choose any village for observing the work of Gram Shikshan Mohim (GSM). 23 villages from Poona and 2 villages from Satara district were selected for the purpose. The delegates saw the working of GSM, discussed with the villagers, teachers, students and social workers, representative of the people and the education officer accompanying them.

A miniature ceremony on the lines of Gram Gaurav Samarambha was organised in the campus of the seminar for those who could not go to the villages for witnessing the working of G.S.M. and educationists from Poona who had not seen the working of G.S.M.

All the delegates discussed freely and frankly about G.S.M. and unanimously resolved that the scheme of G.S.M. is very effective and should be accepted by the various states and implemented for quick eradication of illiteracy.

"I request other states to follow the lead given by Maharashtra in eradication of illiteracy through Gram Shikshan Mohim" said Shri M.C. Chagla, Ex-Union Minister for Education.

The National Board of Adult Education in its first meeting held in New Delhi in May 1970 appreciated the work done by the Mohim in eradication of illiteracy, from the state and praised the state of Maharashtra for doing such a good work.

Shri J. C. Cairns, Director, Literacy Division, UNESCO paid visits to the villages in Poona, Aurangabad and Jalgaon districts in January 1971 and expressed his opinion as follows :

"I am greatly pleased to have visited your villages and to have seen the Functional Literacy Classes here. In many countries connected with family planning and developmental work, the Functional Literacy Programme has been adopted. As you know, the headquarters of UNESCO are in Paris. The problem of illiteracy is considered a major world problem by UNESCO. This problem must be solved. In India 67% of the population is illiterate. This forms the ratio of 2 : 1. In a group of three persons there are two illiterates. In UNESCO we also feel very strongly that rapid increasing population is a great problem. In many countries, increase of population has eaten up all the gains made by development in recent years. In UNESCO such problems particularly those relating to the developing countries are discussed and development programmes such as the Farmers' Training and Functional Literacy Programme are also planned.

"I am very happy to see here the integration of literacy with Agriculture and Family Planning. You are dealing with a great number of the problems of your country. The encouraging spirit and the type of participation you have shown in these villages is very necessary to develop your country. The food situation is also given due consideration in your programme.

"I congratulate you for your active association with the programme of Functional Literacy. When I return to Paris I will tell my colleagues in our meetings that the things seen in India will be valuable to other countries. I have visited twenty three countries in recent years but no where have I seen such community participations as I find here, where people are working whole heartedly. In this way you will surely solve your problems and make your nation a great country. Thank you again and wish you good luck."

A team of UNESCO experts in Functional Literacy headed by Dr. M.M. Husain of Literacy Division, Department of Out-of-School Education, UNESCO, Paris saw the working of the Mohim in Aurangabad, Ahmednagar and Poona districts in March 1972. He writes in his letter, reference : EDA/70/152 dated 26 April 1972 :

Dear Mr. Patil,

On return to UNESCO Head Quarters from my mission in India and Afghanistan, I have been sizing up in my mind the mosaic of programme and other activities we had witnessed in the course of this extensive and eventful mission. What has left the strongest impression is the programme which you and your colleagues have been conducting in Maharashtra with such conspicuous success, namely the Gram Shikshan Mohim. From our visits to project activities in Aurangabad and Ahmednagar districts and later our discussions in Poona and Bombay with senior officials, the secretary and the Minister of Education, we were most impressed by the above functional literacy programme in Maharashtra. It is an excellent example of literacy programme showing how the integrated, selective, intensive approach can be applied on a widening scale for the eradication of mass illiteracy. We feel that this Maharashtra programme promises a breakthrough for the functional literacy approach into the wider areas of mass literacy.

We were also able to see how much this programme owes to your own personal effort. The affection with which you were greeted in the villages and the large rural gatherings which turned out to welcome us, wherever we went, no matter how late the hour, were indicative of the enthusiastic response of the people to the functional literacy project and its devoted application by yourself and your co-workers. What was so significant in the villages we visited was the total involvement of the community in the integrated programme : the officials, and in this I include those from the agricultural and educational sectors, the Panchayats, the teachers and above all, the learners themselves both men and women. The motivational achievement matches the technical whether in the sphere of training of teaching personnel, production of instructional material, acquisition of literacy skills integrated with occupational knowledge or other aspects of the project, there was evidence of a spontaneously enthusiastic response. We were happy to note that the social and cultural side had not been neglected either.

Farmers' Functional Literacy Programme

Government of India wished that the State of Maharashtra should introduce 'Farmers' Functional Literacy Programme' immediately. However Government of Maharashtra pointed out that the first stage of literacy has been achieved through mass movement without paying any remuneration to the literacy workers and the second stage of literacy is now in operation and the social education worker is paid Rs. 4 per neoliterate passing the second stage of literacy. Some neoliterates are now appearing for Std. IV and VII examination as outside candidates. Hence it is not now possible to accept Farmers' Functional Literacy Programme of Government of India in its original form The State Government however showed its willingness to accept the programme in its modified form for the second and the third phases of Gram Shikshan Mohim by paying the social education worker an honorarium of Rs. 4 per neoliterate passing either the second or the third phase. Government of India accepted the proposal of Maharashtra Government.

Thus the programme of Farmers' Functional Literacy was introduced in Maharashtra during 1969. Since the introduction of the Farmers' Functional Literacy Programme in Maharashtra, the State Government decided to pay Rs. 4 as an honorarium to the social education worker per neoliterate passing the second or the third phase of literacy in addition to the free supply of literature in the districts selected by Central Government for Farmers' Functional Literacy Programme.

The Government of Maharashtra simultaneously decided to introduce Farmers' Functional Literacy Programme in the remaining districts of the State.

NAEP IN MAHARASHTRA

Programme of University Grants Commission

The University Grants Commission has also introduced adult education programme through the universities and affiliated colleges in the State. These adult education centres are organised by the Departments/Centres of Adult and Continuing Education in the Universities. It is also run by the affiliated colleges of the Universities.

Role of Voluntary Agencies

One of the important features of NAEP was the involvement of voluntary agencies. Many voluntary agencies conducted adult education programme in the State with financial assistance from the Central Government.

Administrative pattern in Maharashtra

At the state level, the Director of Adult Education supervises and monitors the programme of adult education in the state. He is assisted by one Deputy Director, two Assistant Directors of Adult Education, three social education officers and one programme officer.

Government of India have started State Resource Centre at the Indian Institute of Education, Pune. Similarly State Government have established a State Institute of Adult Education at Aurangabad for directly assisting the Director in the implementation of the adult education programme, training of functionaries, supply of teaching learning material, research and evaluation.

At the divisional level, Deputy Director of Adult Education supervises the work of District Adult Education Officer and Project Officer and control certain administrative matters of four districts. These Deputy Directors of Adult Education visit the Adult Education centres also and give guidance for the effective implementation of the programme.

At the district level, District Adult Education Officer in the M.E.S. Class II, project officer in the M.E.S. Class II, supervises the adult education programme in the District. They are responsible for planning of the programme, effective monitoring and supervision, training of instructors, co-ordination of programme of various development departments, voluntary agencies and other social organisations in the district and the work of the voluntary agencies.

From 2nd October 1978, Government of India alongwith various State Governments launched massive and ambitious National Adult Education Programme (NAEP). For the first time voluntary agencies were involved in large number in such a programme. As a State Government's matching contribution, Maharashtra State also introduced State Adult Education Programme and made provision of Rs. 5 crores in the Sixth Five Year Plan as against Government of India's provision of Rs. 6.20 crores. The number of centres and enrolment under the various adult education schemes of the Government of India and the State Government are given below :

Observations

I have been in close touch with education since last 50 years and I can safely say that there are a very few gifted persons who take initiative and interest in various educational schemes and push forward for the welfare of the masses and poverty stricken persons and a very few follow them and help them in their efforts. It is since last 40 years that we are living in an independent country of ours. We are observing how the small countries like Japan, Germany, Israel are marching ahead. How the cottage industries are prospering, giving employment to the cottage dwellers, living a luxurious life and taking advantage of science, technology in improving their lot. How the ladies of Russia, are taking part with the advanced people in driving tractors, planes and moving in the space in the earth's orbit. Why should we lag behind to such an extent. Knowledge is wealth, it does not diminish by giving it to others. On the contrary it becomes rich. Why rich persons are always after wealth at all times, why do they not recollect that;

"Wealth is lost nothing is lost
Health is lost something is lost

A) Programmes sponsored by the Government of India

	Programmes before Oct. 1978				*Programmes after Oct. 1978*			
	Name	*No. of Districts*	*No. of Centres*	*Enrolment*	*Name*	*No. of Districts*	*No. of Centres*	*Enrolment*
1.	Farmers' Functional Literacy Project	14	840	25200	Rural Functional Literacy Programme	14	4200	126000
2.	Non Formal Education Programme	2	200	6000	- do -	2	600	18000
	TOTAL		1040	31200			4800	144000

B) Programmes sponsored by the State Government

Name	*No. of Districts*	*No. of Centres*	*Enrolment*	*Name*	*No. of Districts*	*No. of Centres*	*Enrolment*
Functional Literacy Programme	11	330	9900	Functional Literacy Programme	11	330	9900
Non-formal Education Programme for tribals	3	30	900	Non-formal Education Programme for tribals	3	30	900
				State Aduld Education Programme	26	3500	117000
Non-formal Education Programme (State matching districts)	2	200	6000	State Adult Education Programme	2	600	18000

Name	*No. of Districts*	*No. of Centres*	*Enrolment*	*Name*	*No. of Districts*	*No. of Centres*	*Enrolment*
				Non-formal Education Programme under TSP started with from 1979-80 central assistance	3	200	6000
				Special Scheme under TSP with central assistance	2	210	6300
TOTAL	--	560	16800		—	5270	158100
GRAND TOTAL A+B		1600	48000			10070	302100

Character is lost everything is lost"

Education stands for character building. Our ancient saints have taught us this lesson long ago; we must remember the teachings and ideals of Sandipani, Vyasmuni, Valmiki and others who gave us good lessons and wrote Ramayan and Mahabharat. Why not remember the ancient universities of Nalanda and Takshashila, where students from abroad came to India for learning. Why should we forget the teachings of Mahatma Gandhi in such a small time. Basic education was really a boon to the nation. His Nai Talim taught us the new method of living together, working together in co-operation with each other. The Head of Nai Talim taught us to forget the education received at colleges and universities first and then try to imbibe this new education. Indeed it had a very good effect on us. Then we began to think in the new ways. His lesson of self reliance was the top most. Why the higher educated Indians copied the ways of living of the foreigners. Why did they not improve upon the contents of Basic Education to suit the Indian conditions. Why did they criticize Basic Education vehementally. Introductior of kitchen gardening as a craft is really very good. It has got far fetching effects on the minds of students living in rural areas. Main occupation of villagers is farming. If sons and daughters of villagers are well versed in agriculture and allied industries then problem of unemployment would not become so acute as is seen at present. Basic Education would have taught the lesson of dignity of labour, co-operative efforts, enlightened village community life, lessons in democracy, self help and brotherhood and so on.

Satara experiment helped us to evolve 'Gram Shikshan Mohim' which worked effectively in the State of Maharashtra and attracted the attention of various countries and UNESCO experts. The impressions of UNESCO experts are before us. This Mohim won the UNESCO prize and placed Maharashtra and India on the world map.

This Mohim helped a lot in raising the percentage of literacy of various districts in Maharashtra during 1961-71, which can be seen from the table given below. Especially women population in the state has been benefitted by the Mohim to a great extent. The most backward region of Maharashtra namely Aurangabad Region has comparitively made very good progress, but the district which gave birth to the world famous movement of Gram Shikshan Mohim is at the bottom of the ladder showing 4.54% rise in literacy among males, 3.45% rise among females and 4% rise in the total population in 10 years. Though the atmosphere of Satara district in the educational field namely teachers, students, social workers remained the same on the other hand, number of secondary schools and institutions of higher education increased to a great deal. The number of enrolment in primary schools also did not increase as compared to the figure in 1961. What should be the reason ? Only the transfer of Educational Inspector should have such an effect on the progress of the district ?

	Literacy % of Satara district			
Year	*Males*	*Females*	*Total*	*Difference in %*
1951	33.5	6.3	20.6	—
1961	47.41	20.6	33.98	13.38
1971	51.95	24.61	37.98	4.00

The three Balasahebs

The three Balashebs namely (1) Hon. Shri B. G. Kher who was the Chief Minister of earstwhile Bombay Province in the first popular Ministry in 1937 and after 1946. He was a true Gandhian. He really wanted to make progress in the field of education so in addition to chief ministership he accepted the folio of education and worked as Minister for

Year of Census		1961			1971			Difference in literacy rates		
S.N.	*Name of the District*	*Males*	*Females*	*Total*	*Males*	*Females*	*Total*	*Males*	*Females*	*Total*
	BOMBAY REGION									
1.	Greater Bombay	65.10	41.81	58.60	71.25	54.00	64.03	6.15	5.19	5.43
2.	Thana	40.09	19.06	30.54	50.19	29.38	40.36	9.10	10.32	9.82
3.	Rayagad	36.37	13.40	24.56	47.54	23.56	35.21	11.17	10.16	10.65
4.	Ratnagiri	42.16	17.44	28.49	52.00	29.45	39.47	9.84	12.01	10.98
5.	Nasik	39.36	13.71	26.89	48.57	23.08	36.21	9.21	9.37	9.32
	POONA REGION									
6.	Dhule	37.43	12.45	25.15	43.97	20.02	31.75	5.54	7.57	6.60
7.	Jalgaon	49.32	18.02	34.01	58.93	30.78	45.23	9.61	12.76	11.22
8.	Ahmednagar	39.38	13.03	26.45	49.39	22.60	36.29	10.03	9.57	9.84
9.	Poona	46.18	21.74	34.31	56.41	31.79	44.53	10.23	10.05	10.42

10.	Satara	47.41	21.16	33.98	51.95	24.61	37.98	4.54	3.45	4.00
11.	Sangli	41.88	13.64	28.07	50.70	22.88	37.13	8.82	9.24	9.06
12.	Sholapur	36.89	12.60	25.15	46.52	20.66	34.02	9.63	8.06	8.87
13.	Kolhapur	40.09	12.04	26.30	49.65	20.10	35.20	9.56	8.12	8.90
	AURANGABAD REGION									
14.	Aurangabad	28.65	6.67	17.88	41.77	13.50	28.03	13.12	6.83	10.15
15.	Parabhani	25.27	5.19	15.37	37.10	11.12	24.36	11.83	5.93	8.99
16.	Beed	24.60	5.27	15.09	36.52	11.12	24.11	11.92	5.85	9.02
17.	Nanded	24.83	5.16	15.14	30.47	9.73	22.38	9.64	4.57	7.24
18.	Osmanabad	27.52	6.02	17.05	40.75	14.62	28.05	13.23	8.60	11.00
	NAGPUR REGION									
19.	Buldhana	49.15	12.22	26.99	51.93	13.50	37.55	2.78	10.28	10.56
20.	Akola	44.81	16.09	31.20	52.19	26.78	39.86	7.38	10.09	8.66
21.	Amaravati	45.91	20.57	33.68	52.26	31.19	42.09	6.35	10.62	8.41
22.	Yavatmal	35.34	11.27	23.48	43.43	19.23	30.56	8.09	7.96	8.08

Year of Census		1961			1971			Difference in literacy rates		
S.No.	*Name of the District*	*Males*	*Females*	*Total*	*Males*	*Females*	*Total*	*Males*	*Females*	*Total*
23.	Wardha	43.44	16.98	30.45	52.93	29.71	41.62	9.49	12.73	11.17
24.	Nagpur	48.11	21.31	35.20	56.00	33.22	45.06	7.89	11.91	9.86
25.	Bhandara	39.86	8.18	24.04	48.90	18.56	33.80	9.04	10.37	9.72
26.	Chandrapur	28.58	5.79	17.27	38.69	14.14	26.59	10.11	8.35	9.32
	MAHARASHTRA	44.04	16.76	29.82	51.28	25.95	39.06	9.24	9.19	9 24

Education. He requested the voluntary organisations to start voluntary schools on grant-in-aid basis. He also introduced compulsory primary education. This gave fillip to both primary and adult education. He established Provincial Board for social education and as per recommendation of the Board established linguistic Regional Boards namely for (1) Western Maharashtra, (2) Gujarat and (3) Karnataka. That is how the old Bombay State always remained at the top in the field of education in India.

Shri Balasaheb Desai came from the masses. He took his secondary and college education in Kolhapur, staying as a boarder of Prince Shivaji Maratha Free Boarding House. He was a scholar and a good orator. He was President of Satara Local Board for over a decade. When he was given a port-folio of education he introduced free education to economically backward pupils which helped to raise the number of secondary schools and colleges all over the state. He included Gram Shikshan Mohim of Satara in the III Five Year Plan and made it applicable to the whole of the State.

Balasaheb Chaudhari became the Education Minister in the regime of Shri Yeshwantrao Chavan, the Chief Minister of Maharashtra. He was follower of Mahatma Gandhi. He took his college Education at Wardha and always came in contact with the leaders of the nation. He came also from the masses and devoted his energies for the uplift of the masses and improving the standard of education. He published white paper on Education. He implemented almost all the recommendations of Kothari Commission in Maharashtra State. He was President of Maharashtra State Social Education Committee and took a good deal of interest in the spread of literacy. He sent some important circulars to all the Presidents of Zilla Parishads in Maharashtra. He expressed valuable thoughts in the conferences of Presidents, Chairmen, Education Committees, educationists and also in the first National Seminar on Gram Shikshan Mohim and National Board of

Adult Education, He continuously remained as Education Minister for two terms and that is why he could make a permanent mark in the Department of Education. He helped to give proper shape to Gram Shikshan Mohim. He made majority of voluntary organisations to participate in Gram Shikshan Mohim during the Gandhi Centenary Celebration.

Observe the table of population and literates by residence and sex for Maharashtra as per census of 1961, 1971 and 1981. It would be seen that the number of illiterates rose from 27.7 million to 30.6 in 1971 and then to 33.1 in 1981. In the meantime the population rose from 39.5 million in 1961 to 50.4 million in 1971 and 62.7 million in 1981. Unless the growth rate of population is minimised and percentage growth of literacy is increased, it is not possible to achieve 100% literacy within the age group of 6+. The task is very high and unless all the educated persons from top to the bottom take keen interest in the spread of literacy it is not possible to bring about economical, social, cultural and political development as per norms of the developed countries. Gram Shikshan Mohim has shown the way for achieving literacy and development. But the Directorate and the Education Department in Maharashtra has miserably failed in its approach by keeping the G.S.M. in cold storage since 1973.

The land secured for introducing kitchen gardening leading to agriculture as a craft through special Bhoodan movement appears to have been returned to the farmers with some ulterior motive by the district authorities. That is the district authorities instead of looking to the interest of students looked to their own beneficial purpose. Such an attitude needs to be criticised and censored.

LITERACY RATES BY SEX AND POPULATION
Maharashtra State

Year of Census	*Males*	*Females*	*Total Population*
1961	42.04	16.76	29.82
1971	51.30	25.97	39.08
1981	58.80	35.08	47.31

Thus the total percentage of literacy of Maharashtra State rose from 29.82 in 1961 to 39.08 in 1971 and to 47.31 in 1981; that of males from 42.04 in 1961 to 51.30 in 1971 and to 58.80 in 1981; and that of females from 16.76 to 25.97 in 1961 and to 35.08 in 1981.

As for the literacy percentage rise during census of 1961, 1971 and 1981 of Maharashtra it is observed that their is 9.26 percentage rise in case of males during 1961-71 and 7.5% rise during 1971-81. That means the percentage has lowered down by 1.76%. However in case of females % of rise during 1961-71 is 9.21 and that in 1971-81 is 9.11. It is also lowered by 0.10 percent. Literacy percentage of total population rose to 9.26 and 8.23 during 1961-71 and 1971-81.

LITERACY RATES BY RESIDENCE AND SEX AND SEX RATIO

Maharashtra State

Census Year	*Strata*	*Literacy Rate*			*Females*
		Persons	*Males*	*Females*	*Per 1000 males*
1	2	3	4	5	6
1961	Total	29.82	42.04	16.76	936
	Rural	21.46	33.51	9.34	995
	Urban	51.07	61.62	37.90	801
1971	Total	39.18	51.04	26.43	930
	Rural	30.63	43.22	17.84	985
	Urban	58.07	66.88	47.33	820
1981	Total	47.18	58.79	34.79	937
	Rural	38.15	51.25	24.88	987
	Urban	63.92	71.80	54.65	850

By creating separate Directorate for Adult Education and providing adequate staff both at the State and district level and also creating innumerable staff for organising, supervising and implementation of the schemes and programmes has not given the desired results. Even after conducting literacy classes for 10 months under the direct supervision and control of Government and that too in the progressive state of Maharashtra the evaluation report shows that only 23% of learners could achieve the literacy level. In such circumstance we have to think of mass programme like Gram Shikshan Mohim.

CHAPTER 7

ACHIEVING CENT PER CENT LITERACY

Let us make the whole of Maharashtra Functionally Literate

If we want to see that the whole State is declared 100 per cent literate in 2001 census, this is the crucial period to work hard in this direction. It is necessary that all teachers and workers from universities, colleges, schools, Government offices, social workers, leaders and men and women from all walks of life should come together and contribute their efforts to this movement. Eradication of illiteracy is the national programme of action and it is essential that all should work hard with perserverance, enthusiasm and zeal to eradicate the social evil of illiteracy. This is a constructive programme and needs spontaneous mass-movement.

Incentives

There are three phases of Gram Shikshan Mohim. The first phase refers to "Saksharata Gaurav" (indicating the attainment of 100 per cent literacy), "Saksharata Gaurav" (showing post-literacy attainments) and "Vikas Gaurav" (indicating that the stage III of Gram Shikshan Mohim achievement of functional literacy in the village of the adults within the age group 8-50 and all-sided development of the village). When the village wants to celebrate any of the the three programmes, it has to work for the total welfare of the village-life as well as for the literacy drive. Gram Shikshan Mohim, thus, helps, to bring about the all-sided development of an individual, society and the village. It is necessary, therefore, that every village education executive committee (Gram Shikshan Committee) should make continuous effort to educate its own village. Each and every house in the village and each and every individual in the village should be stimulated to do this work. Every teacher and social worker should keep before him an ideal : "Make a family literate and make it a model one".

There is no provision to pay those who work in this programme of action. The whole movement of Gram Shikshan is based on voluntary efforts and its success depends on those who work with the spirit of service and self-sacrifice. As this is mainly an educational movement, its success depends on the efforts of social workers and teachers and students in various educational institutions. The following recommendations are therefore made to consolidate this movement.

Recommendation I

Village Education Executive Committee should take the help of local teachers, students and social workers to undertake the literacy drive, post-literacy drive and the development programme.

Recommendation II

Those teachers who work hard and with sincerity for literacy, post-literacy work and developmental work of the village should not be transferred from that village. Their cases for retention in the village, should be taken up by the village education executive committee and they should recommend their cases for non-transfer to the Zilla Parishad or the municipal committees. These bodies should consider sympathetically sueh recommendations.

Recommendation III

The teachers and headmasters who try successfully the projects of "Group Supplementary Reading" Scheme and Vikas Shalas—adult schools and who succeed in making their villages 100 per cent literate and afterwards try to maintain literacy of their villages through follow-up programmes and those who help the villages to celebrate "Vikas Gauravas" should be honoured and should be awarded with certificate of merit.

Recommendation IV

Those Gram Panchayats, which stimulate the neo-literates to complete two years' course of the Vikas Shalas and those which bring about the all-sided development in their own villages should be honoured by the Zilla Parishads. They should be awarded special prizes as well as certificates of merit.

Mass movement for Adult Education

Mahatma Gandhi emphasised the need for the eradication of illiteracy by saying that

"Illiteracy is India's sin and shame and it should be wiped out".

Adult Education in India received an impetus with the development of the mass movement for national freedom. On the eve of Independence it is estimated, that the percentage of literacy in India was about 14. Soon after Independence, the Government initiated various social and economic development plans from 1st April, 1951. The First Five Year Plan, publish-by the Planning Commission, in December, 1952, reeognised the problem of illiteracy as primarily a handicap to democracy and expressed it thus :

> "In a country, where nearly 80 per cent of the population is illiterate, democracy will not take roots until a progressive programme of primary education trains up a generation fit to undertake its responsibilities. Even the programme of primary education is considerably handicapped without a corresponding programme of the education of adults".

An important decision taken in the First Five Year Plan was that Social Education should be closely integrated with the programme of community development blocks and extension services. However, there was inadequate emphasis on adult literacy within the social education programme though a special Block Development Officer, a male social education organiser and a female social education organiser were appointed, adequate funds were sanctioned and a jeep was provided. Literacy in India increased from 16.6% in 1951 to 24% in 1961 and to 29.3% in 1971 and to 36.23% in 1981. Total strength of literate persons was 6 crores in 951 while it was 24.8 crores in 1981. The percentage of literacy among males is 46.9 while that of women is only 24.8. In rural areas it is 40.8 and 18.0 respectively. The percentage of literacy in Kerala is the highest i.e. 70.4 while it is the lowest i.e. 21.00 in Arunachal Pradesh. The number of illiterates in the age group 15 to 50, which is important from the point of view of development of human resources and is directly connected with production on the farms and factories, is however, more than 160 million.

Literacy Campaign

Past experience has shown that the problem of motivating the illiterates to attend literacy classes is a difficult one. In the past, stray classes used to be started here and there and after working for some time in isolation, generally came to an end. This lesson of the past must constantly be kept before eyes while starting the mass literacy campaign. A number of mass campaigns were taken up in the past but the main difficulty has been the lack of motivation on the part of the adults and inadequate mobilisation of resources on the part of Governments. To some extent, this problem has been tackled by the scheme 'village Educates itself' popularly known as Gram Shikshan Mohim started by Maharashtra in 1960-61. This scheme introduced a friendly rivalry among villages and a pride of achievement in making the village cent per cent literate. The accent in this programme is on local participation of social workers and educated youth who work as honorary literacy teachers. The organisation for this mass movement in adult literacy is very simple. A committee known as 'Village Education Committee' consisting of representatives of different interests in the village, such as the school committee, farmers' union, etc., is set up which draws up lists of illiterate adults between 14 and 50 years of age in the village and also of educated men and women in the village who can run the classes, arranges for their supervision and provides equipment such as blackboards, lamps, lanterns, chalks and charts and booklets for the classes. The main emphasis in the syllabus is on reading, but writing simple sentences and a little arithmetic is also included. Besides literacy, attention is also paid to imparting knowledge, about personal habits, progressive methods of farming, cooperation and general development. The State Government provides free of cost, the necessary charts, books, guide line literature and sets of booklets for supplementary reading and circulating library needed for running the classes. In addition, when all the illiterates in the village are made literate, the Gram Panchayat (village council) is paid a grant at a rate of 50 paise per adult made literate. During the period April 1961 to the end of 1971 March, 36,693 hamlets, villages and small towns celebrated the achievement of cent per cent literacy. The total number of illiterate adults made literate in these hamlets, villages and small towns was 95,54,518 out of whom 50,96,566 were women and the total cost was Rs. 93,03,000, that is the cost of making one illiterate adult was less than a rupee. The goal was to make the whole State of Maharashtra literate in the shortest possible time. As a follow up of the first phase of the programme, there is a scheme of circulating libraries. A number of booklets, specially written for neo-literates on subjects intimately connected with the daily life of the village people, is kept rotating among the neo-literates enlisted in the class. When the members of the class have read all the books in the set, the teacher returns one set and gets another set from the library. This programme generated a new kind of mass movement and has great potentials for development. It has also been possible to link this mass approach of literacy effectively with functional literacy.

Now the Gram Shikshan Mohim in its modified form has got three stages namely :

Gram Shikshan Mohim	*Gram Vikas Shala*		*Honorarium paid Rs. per adult.*	*Supply of Material*
Stages	Kisan Shala	Mahila vikas shala		Government supplies charts both small and big text books, guide line literature, sets of supplementary readers etc', free of cost.
Stage I	Literacy class	Literacy class	Nil	
Stage II	Kisan class	Kisan class	4	
Stage III	Vikas class	Mahila vikas class	4	

The evaluation of this mass campaign shows that :

1. Villages participating in Gram Shikshan Mohim try to achieve the goal very sincerely.
2. Villagers do not declare the village literate unless they are satisfied.
3. A follow up programme is necessary for stabilising literacy.
4. As many as 9 persons from one family became literate.
5. Literate families send their children to school regularly.
6. Women folk develop an enlightened outlook.

7. Social and economic development programmes geta spurt.
8. Villages becomes educationally awakened.
9. Villages become united.

The Education Commission (1964-66) observed that the price which an individual as well as the national pays for illiteracy is high, although one grows accustomed to persisting malady and becomes insensitive to the harm it does. The Commission stated "while our efforts to develop a programme of free and compulsory education should continue with redoubled vigour, a time has come when a massive and direct attack on mass literacy is necessary. The commission further observed : "The essence of the mass approach lies in a determined mobilisation of all available educated men and women in the country, to constitute a force to combat illiteracy and in effective organisation and utilisation of this force in a well planned national literacy campaign." In this connection, they commended the approach and methodology of Gram Shikshan Mohim of Maharashtra".

The National Policy on Education, 1968, issued by the Government of India, on the basis of the report of the Education Commission (1964-66) identified seventeen important areas and one among these was that of Adult Literacy and Adult Education. In this area they referred to the need for accelerating the programme of mass literacy and also emphasised the importance of providing education to young practising farmers for self employment. The observations made in this document are given below :

> "The liquidation of mass illiteracy is necessary not only for promoting participation in the working of democratic institutions and for accelerating programme of production, especially in agriculture, but for quickening the tempo of national development in general. Employees in large commercial, industrial and other concerns, should

be made functionally literate as early as possible. A lead in this direction should come from the industrial undertakings in the public sector. Teachers and students should be actively involved in organising literacy campaigns, especially as part of the social and national service programme".

The programme will have to be suitably phased so that in the initial years, the programme is taken up on a pilot basis in selected districts where the aim will be to achieve cent per cent literacy. These pilot projects will be the forerunners of the massive programme of eradicating illiteracy during the Seventh Plan. The adult literacy programmes will be launched in one or more districts in each State depending on the readiness of the State Government and other agencies to evolve method(s) for a mass campaign to eradicate illiteracy in the country some what on the lines of the Gram Shikshan Mohim of Maharashtra. The results of these projects will help in drawing up a practical and massive programme to eradicate illiteracy in the country. The illiteracy among industrial workers and in urban centres is another important area which has to be tackled on different lines. The problem of literacy among workers was earlier examined by the Planning Commission Committee in Projects Pannel on Literacy among Industrial Workers" (1964).

The young and enthusiastic Prime Minister of India, Hon'ble Shri Rajiv Gandhi in his first policy statement expressed that country's greatest wealth was its people, and we must enable individuals and families to realise their potential to the full, and that the Government would stress programmes of family planning...elementary and adult education. He also emphasized that the country's ancient heritage, resting on secularism and tolerance should be conserved and perpetuated. The country's newly won self reliance should be strengthened. He also gave a call to the people of India to unitedly work to build the India of the 21st century.

Call given by the Prime Minister must be whole heartedly supported and we all should strive hard to achieve the goal.

Target of achieving cent per cent literacy can be possible only when we resort to following types of adult literacy classes and taking a village or ward as a unit for eradication of illiteracy and bringing all sided development.

1) **'Home Classes'**

An educated person of a family or neighbouring family can undertake this work and make all the illiterate family members literate, functionally literate and bring about all sided development of the family. Each student of higher primary secondary and institutions of higher education can conduct a home class and help a lot in the process of eradication of illiteracy.

2) **'Lane Classes'**

Any educated person of a lane in a village can undertake the responsibility of making 10 to 12 illiterate persons residing in the lane of the village literate, functionally literate and bring about all sided development of the lane in cooperation with the social workers residing in that lane.

3) **'Community Classes'**

Teachers working in the village or experienced social workers can run adult literacy classes for 20 to 25 illiterate adults.

4) **'Village Classes'**

At the end of each week all the adults attending the various types of classes in the village should be brought together in a centrally situated place and shown attractive video programmes of entertainment based on constructive programme. After that programme the adults should be given opportunity to express their impressions on the programmes seen. At the end the leader of the village or ward in a city in charge of the adult literacy programme should give in clear cut words his expectations from the various classes.

5) **'Class fot Individual' : Each one teach one**

Every educated person can think of this method at his own leisure time and help the nation by doing some social service of educating an illiterate adult, who is not in a position to attend either home class or lane class.

Adult Education Programme

This programme should have three phases namely :

i) **Literacy Phase :** This phase should continue for about five months. Stress should be given on reading, writing, arithmetic and general knowledge. Reading material should be based on agriculture and allied subjects.

ii) **Functional Literacy Phase :** This phase should also be continued for about four months. Stress should be given on occupational know how--grow more food campaign, rearing of cattle, poultry, dairy and food products, family planning etc., for ladies. In addition to above, the content should be art of cooking, care of children, balanced diet etc.,

iii) **Development Phase :** This phase should continue for another four months. Using smokeless oven, compost pits, soak pits, gobargas plants, banking procedures, working of telephone, radio, T.V., video, postal transactions, co-operative movement, irrigation systems etc.,

There should be break during harvesting season when all the farmers are engaged in agricultural operations. Circulating library system should be started with the help of pupils studying in Primary and Secondary schools.

For implementing the mass literacy campaign effectively detailed survey of illiterate adults, students, teachers, pensioners, social workers and benevolent persons residing in the village should be made by the Gram Panchayat and the school in co-operation with each other. A list of Swayamsevaks and Swayamsevikas from amongst the student community and a separate list of Samaj Sevaks and Samaj Sevikas from amongst the educated persons of the village or ward be prepared.

A committee known as 'Village Education Committee' consisting of representatives of different interests in the villages, such as the school committee, farmers union, leading Samaj Sevak and Samaj Sevika, representatives of Swayam Sevak and Swayam Sevika, Head Master of local primary school or that of secondary school, if any, be included. The headmaster should work as the Secretary of the Village Education Committee and the Sarpanch of the Village as President. Locality wise supervisory committee be appointed.

Seven members should form a social service group. Five groups should form a social service squad and five social service squads should form a social service sangh. The whole organisation should strive for the achievement of cent per cent literacy and all sided development of the village or ward.

CHAPTER 8

RECAPITULATION

Since the introduction of National Adult Education Progrmme it is seen that the separate department for Adult Education has been created at Central, State, District and even at implementation stage at the Adult Education Centres. At each level adequate staff has been appointed and adequate funds are sanctioned. The whole programme was launched at each level in a befitting way. Persons working in the various departments and leaders were brought together. Crores of rupees were sanctioned by the Central Government. Each State Government was also asked to sanction adequate funds for the programme.

For each State at least one State Resource Centre (SRC) was created. Educationists of renowned fame, who worked as Directors of Education, Vice-chancellors of Universities and such other famous educationists were involved. Adequate staff and large funds were sanctioned. However, majority of heads of SRCs had no experience of working of literacy classes, primary schools and adults coming from rural areas. So called experts had no knowledge of common words used by the villagers. How many educated people from villages can know the meaning of 'Sanwadini' a monthly magazine specially brought out by the S.R.C. A committee may be appointed to evaluate the literature brought out for G S M and that prepared for N A E P. It is a sorry affair to find that material prepared for N A E P reached the Centre after 10 months.

The account of N A E P centres started in the States, amounts sanctioned, adults enrolled but not the actual figures of achievements after spending crores of rupees on the N A E P reveal the extent of non-performance.

The Hurdles

Writing books for literacy classes is not so simple and easy. The topical method was evolved after good many years of experimentation of Poona and Dhulia Training Colleges and afterwards brought in practice. Third year and second year trained primary teachers of good calibre are conversant with this play way method of teaching. Basic education has thrown good light on the subject lately. How can the adult literacy workers recruited from other walks of life can imbibe such teaching methods after eight to ten days training and face the adult class confidentally? Thus there has been a good deal of wastage of time, money, energy, material etc., by not involving primary and secondary school teachers and the students in the N A E P.

We must draw some lessons from the historical efforts made in Adult Education, and start afresh. If we have to build up India of 21st century then as per call given by the Prime Minister in his policy statement, we all have to work unitedly just from now. The task is challenging and its dimensions in case of Adult Education are large and the time at our disposal is very short i.e. about 12 years. It is no good to undertake the problem of youths within the age group of 15-35 only. We may give more stress on this age group, but attempts should be made to involve all persons within the age group 8-50 as shown convincingly by Soviet Russia. We should not have separate compartments as formal, informal and non-formal. We should treat education as a whole. All teachers working from pre-primary to University level should be regarded as one family. This united approach will bring about healthy atmosphere in the education department.

Samaj Sevak Sangha

For implementing Adult Education at National, State, District, Panchayat Samiti and Village level it is necessary to form 'Samaj Sevak Sangha' consisting of eminent and educated persons living at various levels and student community learning in various educational institutions. Prime Minister, himself should shoulder the responsibility of this organisation at National level and the Chief Minister at State level. The persons and students having faith in Social Service and liking for Adult Education need to be enrolled in this movement. All the leaders from different political parties should come together on this common platform and do a bit for the uplift of the nation through achieving 100% literacy, stabilising it, making further progress and bring about all sided development of the Individual, Society, Village-Panchayat, Panchayat Samiti, District, State and Nation as a whole.

All the leaders of various parties should come together, discuss freely and frankly, prepare constitution for this Sangha, an august body and resolve unanimously, to undertake the sacred work of eradication of illiteracy, a black stigma to the nation, Village Panchayat Elections should take place unanimously and unopposed for bringing about all sided development of the village.

National Body of Samaj Sevak Sangha should issue common circulars for the guidance of the State level Sangha. State level Sangha to issue circulars on the same lines to the various Districts, Panchayat Samitis and Village Panchayat.

All the persons included in the Samaj Sevak Sangha at National, State, District, Panchayat Samiti and Village Panchayat should necessarily be involved in National Board of Adult Education, State Board of Adult Education, District Board of Adult Education, Panchayat Samiti Board of Adult Education and Village Education Executive Committee for implementing, guiding, supervising and assessing the progress of Adult Education.

If we all work unitedly, spiritedly and with a mission and ambition we will surely achieve the goal of attaining cent per cent literacy in our country before the dawn of the 21st century.

When I first joined the Training College at Poona I observed that the staff of the Training College regarded the primary teachers working in the practising school attached to the training college as very low. But some of the teachers working in practising school wrote text books for primary schools on the subject of their choice. They earned a lot and lived better life than the professors. Some teachers then wrote some text books in collaboration with the professor. I appreciate the farsightedness of Shri M.D. Choudhari, Minister of Education, Maharashtra State who propagated the idea of creating a 'Shaikshanik Vyaspeeth'. He then appointed a committee consisting of teachers from pre-primary to University level under the chairmanship of Dr. Apte, Vice-chancellor of Poona University. The report was published but there was no follow-up after the transfer of the Minister to another assignment (folio). There has been deterioration since than in every field of education. The achievements in N A E P in Maharashtra after creating an independent department for adult education are worth noting.

The success of the Gram Shikshan Mohim solely depended on the one voice : It was the Chief Minister of Maharashtra who took interest in the progress of G S M. This oneness and spirit of co-operation, constant work, vigilant supervision by the district level officers of various departments including the Collector and the Chief Executive Officer, the authorities of Panchayat Samitis, Village Panchayats, Social Workers, M.L.A's and M.P's helped to promote the activities of G S M. None depended on the sanction of funds for the purpose.

At the village level it is the teacher who can play a vital role if properly encouraged, patted and rewarded. At present the Inspecting Officers, who are not coming from the masses and who have hardly any compassion for the rural masses and their improvement, use their authority for altogether different purposes. Their inspection tends to be slack. Teachers generally do not put their heart in teaching and improving the standard of education. The higher authorities also do not stretch further by making extra exertion. Good, sincere and devoted teachers need to be encouraged and rewarded for their work.

Instead of creating separate posts for the heads of various spheres of education there is the need to co-ordinate, supervise and guide all the officers of education by one high power man, who may be designated as Director General of Education for the State. He should be in overall charge of all aspects of education in the State. He should establish Shaikshanik Vyaspeeth for the State in which representatives from the various spheres both from the Government and non Government departments should come together at least once in a month in the beginning for taking the stock of work done in various fields, difficulties experienced, ways and means used to overcome and future plans to be executed. The Director General of Education must be a man of vision, having up to date knowledge and capacity to make experiments and evaluate the results after evaluation of the projects.

Adequate budget for providing literature for propaganda, guiding, text books, follow up literature including sets of booklets for follow up work, general knowledge. Literature should help the adults attending the various classes of Gram Shikshan Mohim. All the literature should be printed in advance and supplied to various Panchayat Samitis in time.

Students studying at various levels must be roped in for successful implementation of Adult Education Mohim.

The cells working at Panchayat Samiti, District, Regional and State level should send their monthly report of achievement of Adult Education.

In implementing N A E P it was expected to enrol thirty illiterate adults in each literacy centre but the evaluation report showed that on an average 20 adults attended the literacy class. So we may not insist on such big classes.

Payment to Adult Education worker should not depend on enrollment but actual achievement. It should not be like mass literacy campaign chalked out by community Development Blocks in which 25 adults to be admitted in the class and the class to be conducted for two mon Adult Education worker paid Rs. 100/- as a lump sum. In such cases no real achievement is expected and money spent without any good use.

With a view to improving the tone of Primary Education, bringing close contact with the villagers, implementing school improvement programmes successfully, giving impetus to adult education, instructions be issued to organise rotating education shibirs of 1½ days duration both for Primary and Secondary School teachers.

The secondary school be the education development centre both for students of secondary school and pupils of primary schools and the villagers round about. The head master to take a lead in this respect in co-operation with his assistants.

The managements be persuaded to change the head master, if he does not act as per instructions issued by the District Adult Education Board and the Education Inspector of the District. Selection list for the post of head master be prepared from amongst secondary school teachers as per rules framed for the purpose.

List of head masters for primary schools be prepared as above. The officers should be given to understand that their future promotions will depend on the satisfactory work in the field of Adult Education along with their usual duties.

Persons having performed outstanding work in the field of Adult Education along with their excellent work in their usual duties may be considered for accelerated promotion.

The quota of direct recruitment may be reduced to the minimum and departmental officers doing extra ordinary work in Adult Education along with their usual duties may be considered for promotion. The teachers having poor remarks continuously for three years should be removed from service after completing enquiry.

If fully convinced with the mass approach for complete eradication of illiteracy from the village, block and the district then Zilla Parishad, Panchayat Samiti and Village Panchayat need to be motivated. Black board, charts, guide line literature, primers etc., should be supplied well in advance as per survey report and demand of the village panchayat free of cost. Arrangements for contigency and remuneration to the workers be made through Village Panchayat after achieving 100% literacy of the village.

Each district has now got 3 or more class one officers namely Education Inspector for secondary schools, education inspector for Primary Schools, Education Inspector for Adult Education, Project Officer etc. All these officers and their assistants are highly qualified and competent to look after Primary, Secondary and Adult Education. If the District is divided for Educational Administration purposes into three suitable units and each class one officer entrusted with the responsibility of Primary, Secondary and Adult Education, then there will be better co-ordination, effective supervision and good achievement in each and every field of education. The services of the head master of each and every secondary school and his staff will be very useful for giving guidance to the teachers of neighbouring 7 to 10 primary schools from where the pupils are drawn in the secondary school. It would be possible to bring about educational uplift through peoples' support and to raise the standard of education, minimise wastage and stagnation in elementary schools and to raise the standard of literacy of the illiterate persons residing in the neighbourhood.

They will also give detailed information in the monthly meetings of inspecting officers. The head of the Education Department at the district can also verify the truth of the report if necessary. Just like the Director General of Education, the Education Inspector of the District and the Inspecting Education Officer at Panchayat Samiti level should carry out efficiently the work of Primary and Adult Education.

The secondary school should be considered as a central school for all the primary schools in the vicinity. The head master of the secondary school along with his assistants and the staff of primary schools under his fold come together for rotating shibirs for the duration of 1½ days, discuss on various problems about education in general and adult education in particular. They can give impetus to school improvement programme and literacy classes. They can discuss freely with the leaders of the village and undertake village uplift programme, and also observe the actual working of literacy classes during night time, arrange for entertainment programmes based on constructive activities; with a view to bringing about all sided development of the village through 'Samaj Sevak Sangh' organisation. Through rotating shibirs all the villages coming under the fold of secondary school will slowly and steadily march towards the goal of 21st century confidently and quite boldly by raising the standard of education, minimising wastage and stagnation in elementary schools and raising the standard of literacy classes and widening the horizon of the villagers both of men and women living therein. It would also be possible to introduce kitchen gardening leading to agriculture as a craft and its side industries such as poultry, dairy and various types of handicrafts. Qualities like self help, self reliance, dignity of labour, social service, community life, co-operative spirit and brotherhood would be fostered among the teachers, students, social workers and villagers also.

Some Suggestions

i) It is necessary to prepare wall posters, propaganda literature, small charts for home classes and big charts for community classes, guide line pamphlets for adult education workers, a primer for adult literacy class, sentence strips for the first few lessons. Small size primer for revision, supplementary reading material and booklets for circulatory library.

ii) With a view to preparing literature mentioned above it is necessary to appoint a committee consisting of experienced writers working in the agriculture, co-operative, village uplift programmes, closely connected with village life. This committee should prepare the outline of the matter to be included in the literature.

iii) Such an outline with some details be supplied to various states for preparing the literature in their own language by appointing special committee for the purpose.

iv) For propaganda work subject matter along with its broad line be supplied to songsters, lok natya clubs, recreational centres, ballad singers, bhajani mandals, writers, poets, poetesses, debating clubs, orators etc.

v) Ready material should be supplied to schools and colleges and other institution of education for staging cultural programmes.

vi) Wide propaganda be made through air and television,

vii) Social Welfare Department should issue guide lines to the various recreational clubs and other registered parties.

viii) Voluntary organisations persuaded to undertake the work of Adult Education.

ix) Local kirtankars and artists help should be taken in urging illiterate adults to join the literacy classes.

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APPENDICES

Appendix-A

MAKING MAHARASHTRA 100% LITERATE

—*K.B. Vaidya*

The "Gram Shikshan Mohim" (Village Education Movement) of Maharashtra which won the UNESCO Pahlavi Prize of $ 5,000 for eradicating adult illiteracy, has been instrumental in achieving "100 per cent literacy" in many districts of the state.

UNESCO experts have judged the movement to be the finest of its kind in the world, better and more effective than UNESCO's own "Functional Literacy Programme", which operates in a number of developing countries.

Starting as a self-help organisation, the Mohim overcame the problem of paucity of funds by mobilising workers for service on a voluntary basis. It instilled enthusiasm among its participants by entrusting the responsibility for the spread of literacy to the people concerned themselves. This is in contrast to most adult literacy programmes, which depend on government machinery for their working.

The credit for evolving the idea of the movement and implementing it goes to Mr. B.R. Patil, who retired last May as Joint Director of Education. As district education officer of Satara, Mr. Patil persuaded the people in his jurisdiction to join hands to make their villages cent percent literate as therein lay the key to their own rehabilitation. He prepared special charts and booklets on literacy lessons for adults and persuaded village elders, officials, primary teachers and social workers to organise and run classes in their respective communities.

The results were spectacular. The number of neoliterates in the pioneering district went up from 3,000 to 10,000 during 1958-59, and to 21,000 in 1959-60.

A notable and very encouraging feature of the campaign, was that women outnumbered the men participating in it. Of a total of 21,000 neo-literates in 1959-60 as many as 11,000 were women.

It was in Lasurne village in 1960 that Mr. Patil first put his scheme into practice. In the brief period of five months all the adults of Lasurne became literate. This encouraged Mr. Patil to give a call for "100 per cent literacy" in all other villages. The idea soon caught the imagination of the people of Satara.

In this manner, 300 villages achieved 100 per cent adult literacy and the number of neo-literates crossed the 100,000 mark in 1960-61. There was also a 14 per cent increase in literacy in the district in 1961 census.

It was at this stage that Mr. Patil's campaign, carried on by him till then purely as a social service, attracted the attention of the Maharashtra Government. Convinced of the possibility of bringing about literacy on a large scale in a short period of four to five months, the state adopted it as a government literacy scheme in April, 1961, for implementation throughout Maharashtra.

With its adoption by the state government, the Mohim has been given an organised form. Education officers in a tehsil organise propaganda meetings in villages and explain to the people the importance of literacy in their lives and in the implementation of development activities.

A Gram Shikshan Executive Committee comprising village elders, social workers, teachers and village officials is formed in every village. The committee prepares a list of illiterates—men and women between 14 and 50 years—irrespective of caste and creed. Everyone enrolled is persuaded to attend literacy classes.

A small inspection committee is appointed to keep a watch on the proper running of the literacy classes. They also ensure that everyone on the list of literates attends the classes.

On completion of the simple syllabus, which lasts four to five months, every neo-literate is examined in reading, writing and arithmetic. When the students pass the test, the whole village is felicitated on achieving 100 per cent literacy at a formal function, known as "Gram Gaurav".

Encouraged by the results achieved by the Mohim, a state level educational conference held in 1964 decided to make the whole state literate within a period of five years, to synchronise with the Gandhi birth centenary celebrations.

The Mohim has a functional literacy base in the sense that all charts and booklets used for teaching adults have a close bearing on the nature of the day-to-day work of farmers.

Another notable feature of the Mohim is that the response of women to it exceeds that of men.

The movement also lays stress on and teaches personal and community hygiene.

An official evaluation of the working of the Mohim from 1961 to 1971 shows that 95,54,518 adults in 37,597 villages and hamlets have become literate. Of these, more than 50 per cent, that is 50,96,566 were women and 44,57,972 men. This shows the interest women have taken in the spread of literacy. The total funds provided for the Mohim during the decade were Rs. 93,00,000. This works out to less than Re. 1 per adult made literate.

The conception of "100 per cent literacy" calls for some clarification. It does not mean that every soul in a village has learnt the three R's. The term relates only to those in the age group 14 to 50, who were enrolled as illiterates in 1961.

The National Board of Adult Education, at its meeting in May 1970 in Delhi, highly appreciated the work of the Mohim and recommended its adoption by other states in the country for the rapid spread of adult literacy.

UNESCO experts on functional literacy programmes and out-of-school education made a special study of the working of the Mohim when they visited a number of villages in various parts of Maharashtra. They were "highly impressed by the functional literacy aspect of the Mohim". In their reports they stated that they found it "very suitable" for the eradication of mass illiteracy in developing countries.

Whatever, the validity of the claim "100 per cent literacy" in terms of statistics, the Mohim has definitely helped to bring about rapid increase not only in the level of literacy but also of general education among adults, particularly women and the younger generation in Maharashtra. Quite a few lakhs of these adults are known to have continued their education.

The first phase of the Mohim s over, according to officials. It, however, appears that in the absence of a well-organised follow-up programme, many of the neo-literates have relapsed into illiteracy.

Fortunately, the originator of the movement Mr. B.R. Patil who also handled its implementation till his retirement, has prepared a suitable syllabus, booklets and guideline literature to further the education of neo-literates.

It is earnestly hoped that the State Government will soon implement the programme for neo-literates and ensure that the work done by the Gram Shikshan Mohim does not go waste by the relapse of neo-literates into illiteracy.

—*From Times Weekly*

MAHARASHTRA'S QUIET REVOLUTION

—Aruna Mukerji

Maharashtra's Village Education Movement (Gram Shikshan Mohim) is now attracting the attention of other States. This is hardly surprising, for its success is unquestionable—it has succeeded in eradicating illiteracy in 11 out of 26 districts of the State. Far more function of the State Education holds the key to village development, and India lives in the villages. If we succeed in improving the lot of the lowly villager, then we will have brought about a veritable revolution in the country.

The main stumbling-block to progress has been the massive illiteracy in the country. A literate farmer only has to read the instructions on a packet of seeds to understand what has to be done. The task is infinitely more difficult in the case of an illiterate farmer.

There are many reasons why the entire experiment of Gram Shikshan Mohim is fascinating. For one thing the experiment has attracted international attention. This movement won a 5,000 dollars UNESCO prize in September 1972. It is not surprising than an international jury should have been impressed by the fact that nearly 10 million people have been made literate under this scheme. This is no small achievement.

Wholly Indian

Its success can only be understood when we realise that its roots are wholly Indian. We are too prone to copy something from the Western countries and expect it to flourish on Indian soil. We have neglected to develop our own methods which have a link with she traditions and the customs which have prevailed in the villages for centuries. The importance of tradition has been overlooked by our planners who draw their inspiration either from the Washington, Moscow or London, depending on their political affiliations.

The Village Education Movement is bringing about an authentic revolution in the field of education. Like most revolutions it was the brain-child of a single individual Mr. B.R. Patil, an official of the State Education Department, who when was District Education Officer in Satara persuaded the people to make their villages cent per cent literate. When he put the experiment into operation in 1960 in the lowly village of Lasurne, no one could have visualised that within a brief period of five months all the adults in Lasurne would be able to read and write.

It is literacy which holds the key to economic development in our country. An illiterate person is in many ways like a blind person, unable to make the most of his abilities. Due to his illiteracy his earning power is negligible and he is condemned to spend all his life in stark poverty. So much is spoken about 'Garibi hatao' by our politicians but few of them have the realism or care enough about the problem to know that the first assault on 'Garibi hatao' is the removal of illiteracy.

People's Movement

The number of illiterates in India is truly shocking—there is no other word to describe the distressing situation. In 1971 we had 386 million illitererates. It is ironical that in India in recent years whereas the percentage of literacy has been going up the number of illiterates has also been increasing. In 1961 there were 333 million illiterates in the country—about 36 million more than in 1951. By 1966 there were 353 million illiterates and by 1971 the number had increased to 386.

Thus over the twenty years between 1951 and 1971 the number of illiterates went up by 88 million—no small figure. It is not wonder that other States are now thinking of adopting the cardinal features of Gram Shikshan Mohim.

The most laudable feature of the entire movement is the spirit of self-help which permeates it. It is in the real sense of the word—a people's movement. The Gram Shikshan executive consists of village elders, social workers, teachers and village officials. It is this committee which provides the motive force for the literacy drive.

Among its manifold functions is the task of drawing up a complete list of illiterate men and women in the village in the age group 14 to 50. Next is a meticulous preparation of the list of the educated men and women in the viilage who could be entrusted with the task of holding literacy classes. Arrangements are made for the equipment which will be necessary for conducting the literacy classes such as blackboards, chalks or lanterns.

Each of the educated person is given a different task and a course mapped out for the holding of the literacy classes. A system to supervise the classes is worked out.

The most astonishing part of the whole project is the extremely nominal cost of making a person literate. It works out to less than Re. 1 per person.

When the project was started in Lasurne village in 1960 and within five months the villagers became literate the neighbouring villagers naturally became fascinated with the quiet revolution going on in Lasurne. Thus it should surprise no one that there should have been a rapid increase in the number of neo-literates whose number jumped from 3,000 to 10,000—during the following year reached 21,000 and 1961 the figure rose to 109000.

Naturally all this attracted the attention of the State Government which in April 1961 adopted the scheme for the entire State of Maharashtra. During the years 1961 to 1971 over 95 lakhs of persons in nearly 37,597 villages were made literate.

Since the amount spent was Rs. 93 lakhs this works out to less than Re. 1 per person. In India whenever some project mentioned as worth undertaking the difficulty is raised about the paucity of funds. For instance, to make the 150 million persons in the age group 15 to 44 literate by conventional means it would cost several crores of rupees.

How is the village literacy project conducted at so little cost ? This is because the teachers and other educated persons who teach the illiterates are all voluntary workers undertaking social work for the love of it. It is the function of the State Education Department to provide free the necessary charts and literature for the classes. It also gives a token grant of 50 paise for the purpose of making each person literate.

The teachers are supplied small books which are especially meant for neo-literates. The books deal with subjects which are familiar to the villagers and the farming community. This is yet another reason why this literacy drive has been able to achieve rapport with the villagers.

The educational process is in the language of the villagers. In other words the project has a functional literacy base since the reading material relates to the daily work of the farmers.

Equally important is the fact that the literacy drive is not carried out in isolation, for the units set up to foster literacy also attempt to improve village life either by organising village libraries, promoting cultural activities or undertaking construction projects like road-building. This is important for the illiterate man is too often inclined to think of reading and writing as a waste of time unless it can be demonstrated that the newly-acquired knowledge will affect the quality of his life.

Radical Change

If for instance he finds that by participating in this literacy movement there is a radical change in the life of the village, that it is cleaner or there are more roads or wells—then he is likely to be impressed. If, for example, he learns all about the importance of keeping the village clean in one of the books for neo-literates and yet has to live himself in filthy surroundings then he is likely to feel that the new knowledge is of little practical significance. The psychology of the villager has to be understood when planning for him.

Thus it is obvious that the village literacy movement can only succeed if it is an integral part of the programme of developing the village. The task is not as difficult as it might be thought, especially if popular enthusiasm has been aroused. It is because our Five Year Plans did nothing to arouse popular enthusiasm that they failed to have the impact that they should have had.

The masses in the rural areas remained supremely indifferent to them for the benefits did not percolate to them. It would perhaps be more accurate to say that they remained unaware of the various plans which were initiated with a torrent of words—both verbal and written.

How could it be otherwise when the powers that-be never went near a village for they were far too busy rushing off to Rome or London to participate in some international conference. Going abroad has become a peculiar pastime of the higher echelons and so where is there time to trudge to the lowly villages and find out what is happening there ? Once a village, taluka or district attaining cent per cent literacy is honoured with a celebration and this makes for keen competition.

Farmer's School

Yet another interesting feature is the follow-up movement so that the literates do not once again lapse into illiteracy. It was for this reason that the movement covered the setting up of development schools and women's schools with a special syllabus.

This is important for in the rural areas countless millions of women are illiterate. While the overall national literacy percentage stands at 30, the percentage of literates among males is 39.5 and that of females 18.5.

Of the males, 61.5 per cent of the literates live in the urban areas and 33.8 per cent in the rural areas. Among the females 41.0 per cent of the literates are in the urban areas and 12.9 per cent in the rural areas.

The traditions of Maharashtra have played an important role in making the villagers literate. It was Maharashtra which produced men like D.K. Karve who did much to promote the education of women. He went from door to door collecting money for women's education. The State also produced men like Bhaurao Patil, the champion of the downtrodden who started schools and colleges for Harijans. The State levies an educational cess of Rs. 75 per acre on land irrigated under the canal system.

Since a new look is being given to our planning now our experts would do well to study Maharashtra's quiet revolution.

—From Indian Express

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